HE 5.77:6/3

EDUCATIONAL RESOURCES INFORMATION CENTER

March 1971 Volume 6 Number 3

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research in education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution
Accession numbers

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Important Notice

As of the January 1971 issue, **Research in Education** no longer carries a Project Section on current research.

Volume 6 Number 3 March 1971

Research in Education

ED 043 787-044 534

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 20 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

ED 013 371 **64** **AA 000 223**

Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Sacramento State Coll., Calif.
Spons Agency—USOE Bur. of Research
Report No.—NDEA-VIIB-449
Pub Date—15 Apr 66
Contract—OEC-4-16-023
Note—129 p. speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.
Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 ($2.95)
EDRS Price MF-$0.75 HC-$5.24
Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.
Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. (AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers — additional identifying terms not found in the **Thesaurus of ERIC Descriptors.**

Informative Abstract.

Abstractor's initials.

***The key to these codes is as follows:**

Code	*Description*
08	Adult and Vocational Education, Public Law 88–210
16	Captioned Films for the Deaf, Public Law 85–905
24	Cooperative Research, Public Law 89–10, Title IV
32	Disadvantaged Students Program, Public Law 89–10, Title I
40	Handicapped Children and Youth, Public Law 88–164
48	Language Development, Public Law 85–864, Title VI
52	Library Research and Development, Public Law 89–320, Title II, Part B
56	New Educational Media, Public Law 85–864, Title VII, Part A
64	New Education Media, Public Law 85–864, Title VII, Part B
72	Research in Foreign Countries, Public Law 83–480
80	State Educational Agencies Experimental Activities, Public Law 89–10, Title V. Section 505
88	Supplementary Centers and Services, Public Law 88–10, Title III
95	Other Office of Education Programs

Document Résumés

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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AA

ED 043 787 AA 000 622

Weiss, Steven J.

Existing Disparities in Public School Finance and Proposals for Reform.

Federal Reserve Bank of Boston, Mass.

Report No—RR-46

Pub Date Feb 70

Note—146p.

EDRS Price MF-$0.75 HC-$7.40

Descriptors—Assessed Valuation, Educational Finance, *Equal Education, Equalization Aid, *Federal Aid, *School Taxes, *State Aid, State Federal Aid, *State School District Relationship, Tax Support

Identifiers—Connecticut, Maine, Massachusetts, New Hampshire

The purposes of this report are (1) to document the present inequalities in public school spending and local tax burdens and to identify the principal reasons for existing disparities; and (2) to review and evaluate proposals for reform of the currently inadequate public school finance systems. Previous studies, current State and Federal aid programs, and data on New England's property tax base, school tax rates, and expenditure per pupil are examined and analyzed. The following proposals for financial reform are discussed: more equalizing State aid, consolidation of small districts, broader property tax bases, State assumption of public school costs, and Federal block grants. The study strongly recommends reform of State systems to break the dependence of local school spending and tax effort on local wealth. A description of data and sources, calculation procedures for analysis of hypothetical equalizing State aid systems, and a list of selected references are included. (Author/LLR)

ED 043 788 AA 000 623

Shulman, Carol Herrnstadt

Compendium Series of Current Research, Programs and Proposals. Number 3: Recruiting Disadvantaged Students.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Pub Date Dec 70

Note—31p.

EDRS Price MF-$0.25 HC-$1.65

Descriptors—*Admission Criteria, *Disadvantaged Youth, *Higher Education, *Recruitment, *Special Programs

This compendium contains responses to a questionnaire sent to directors and investigators of college and university recruiting programs. The responding institutions cited the desire to make higher education accessible to those excluded either by restrictive admissions policies or financial hardship as the primary reason for recruiting minority or disadvantaged students. Most thought personal interviews the best means to determine potential academic success, although test scores are not entirely discounted. Usually, recruitment is carried out at the community level through agencies such as Project Talent and Upward Bound. The compendium presents short descriptions of recruitment methods of 54 colleges and universities. (WM)

ED 043 789 AA 000 624

McKeachie, Wilbert J.

Research on College Teaching: A Review.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Report No—R-6

Pub Date Nov 70

Note—20p.

EDRS Price MF-$0.25 HC-$1.10

Descriptors—*College Instruction, *Effective Teaching, *Higher Education, Programed Instruction, *Research, Teaching, *Teaching Methods

There is a need to establish research continuity to enable educators to discern trends in student learning and relate changes in student responses to different teaching methods. Generally, small classes seem more effective than large, discussions are preferred over lectures, and student-centered discussions over instructor-centered for better retention, application, problem solving, attitude changing, and motivation for further learning. The author concludes that teachers should be encouraged to develop a repertoire of skills to allow students enough options to maximize their motivation and learning. This Review covers research in college teaching from 1924 to 1970, and contains an extensive bibliography. (WM)

ED 043 790 48 AA 000 625

Furey, Mary Z.

Multi-Media Economic Analysis Project: Final Evaluation Report.

Sterling Inst., Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-8-0447

Pub Date Aug 70

Note—151p.

EDRS Price MF-$0.75 HC-$7.65

Descriptors—*Academic Achievement, *Course Evaluation, *Economics, *Media Research, *Military Schools

This report presents the findings obtained in evaluating several important aspects of the Multi-Media Economic Analysis Course as it was presented in the United States Naval Academy during the evaluation semester (Fall 1969-70). This course was presented to 39 randomly selected third class (sophomore) and second class (junior) Midshipmen who had not previously had any economics courses. In the course, the students proceeded at their own pace and exercised options in the selection of media and enrichment, and thus maintained a significant degree of control over when and how they studied. The following aspects of the course were evaluated: (1) student performance, (2) student and instructor acceptance, (3) course management, and (4) general operational environment. A summary and two appendices are included. (CK)

ED 043 791 24 AA 000 626

Fitzpatrick, Edmund W.

Model for Designing a System to Individualize Instruction and Guarantee Learning. Final Report.

Sterling Inst., Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-8-0447

Pub Date Aug 70

Note—329p.

EDRS Price MF-$1.25 HC-$16.55

Descriptors—Behavioral Objectives, *Course Organization, *Curriculum Development, Economics, Educational Research, *Educational Technology, *Individualized Instruction, *Learning Processes, Teaching Models

This final report concerns a pioneering, three-year curriculum development project dedicated to translating recent learning theory and laboratory findings into operational practice in an existing educational institution. This project produced a highly successful and unique course that teaches two semesters of economics that students can master in from six weeks to one semester's time. In the course, students negotiate individual learning contracts with instructors, making decisions on what they will study, what media they will use, and how fast they expect to progress. Detailed performance specifications were prepared first, and then media were selected and materials developed that would most effectively and efficiently meet those specifications. The report explains how the course was developed, including the rationales, methods, and procedures which were empirically tested. Only a few educational development projects comparable to this in scope and goals have been conducted. None appears to

have been documented in the form of developmental model for use by others, as is done here. (Certain pages may not be reproducible due to marginal legibility.) (Author/DB)

ED 043 792 AA 000 627
Federal Information Resources: Identification, Availability and Use; Proceedings of a Conference, Washington, D.C., March 26-27, 1970.
Spons Agency—Federal Council for Science and Technology, Washington, D.C. Committee on Scientific and Technical Information.; Federal Library Committee, Washington, D.C.
Pub Date Mar 70
Note—129p.
EDRS Price MF-$0.75 HC-$6.55
Descriptors—Conferences, Federal Programs, *Feedback, Government Libraries, *Information Needs, Information Services, *Information Sources, Information Utilization, *Research Libraries, *Use Studies
Identifiers—*Committee on Scientific and Technical Information, COSATI, Federal Library Committee
The Conference was held because of a recognition by the Committee on Scientific and Technical Information (COSATI) Task Group on Library Programs and the Federal Library Committee of a fundamental responsibility to interact in a meaningful way with the non-Federal sector--the state, local and private users of Federal information resources. This interaction will continue through a variety of communications approaches. This conference offered an opportunity for a face-to-face tutorial in which all parties could present their views, their needs and their limitations. The daily program format provided morning presentations by representatives of Federal information organizations, and afternoon presentations by participants representing non-Federal users of Federal information products and services. The broad subject area covered on the first day of the conference was "Sharing Federal Information Resources with Research Libraries," and "Availability of Select Federal Information Services and Products," was covered during the second day. The discussion periods provided alternate views and candid criticisms. The needs of research libraries and the shortcomings of the Federal information resources were the two most constant topics. The value of the conference was expressed by calling for a second one. (Author/NH)

ED 043 793 AA 000 628
Cruse, Keith L.
The Evolution of Planning in the Texas Education Agency. Improving State Leadership in Education.
Texas Education Agency, Austin.
Spons Agency—Improving State Leadership in Education, Denver, Colo.
Pub Date Sep 70
Note—27p.
Available from—Improving State Leadership in Education, 1362 Lincoln St., Denver, Colo. 80203
EDRS Price MF-$0.25 HC-$1.45
Descriptors—*Educational Improvement, *Interagency Planning, *Leadership Responsibility, Performance Criteria, *Program Evaluation, State Agencies, State Departments of Education, *Statewide Planning
The aim of this report is to contribute to the literature on the identification, description, and interpretation of available alternatives for the accomplishment of effective statewide improvements in education. The report covers the organizational innovation of an Office of Planning, and the endeavers, problems, accomplishments, and goals of the Texas Education Agency in its effort to meet the responsibilities of its leadership role through the adoption of new concepts and methods of educational planning. Included is a supplementary statement entitled "Implications for Leadership Performance" by Laurence D. Haskew of the University of Texas at Austin. (Author/LS)

ED 043 794 AA 000 629
Ludka, Arthur P.
Planning in the Colorado Department of Education to Facilitate Improvements in Education. Improving State Leadership in Education.
Colorado State Dept. of Education, Denver.
Spons Agency—Improving State Leadership in Education, Denver, Colo.
Pub Date Sep 70
Note—30p.
Available from—Colorado Department of Education, Denver, Colorado 80203
EDRS Price MF-$0.25 HC-$1.60
Descriptors—*Educational Improvement, *Educational Planning, Interagency Cooperation, *Leadership, *Participation, State Departments of Education, *State Programs
This report is an interpretation of the Colorado Department of Education's attempt to meet a pressing challenge in education: the need for the state to provide the leadership and coordination that is necessary in the development and implementation of state-wide plans to effect needed changes in education. This report attempts to: (1) Determine the various factors that contribute to the planning emphasis in the state education department; (2) Analyze the significant elements of the planning process; (3) Identify the methodologies and techniques used in orientation, and in building a readiness on the part of state and local education agency personnel to participate in the planning process; (4) Determine the sequence of events that served to move the planning process to where it is today; (5) Identify the interactions in educational planning between educational agencies at the state and local levels; (6) Identify the role of personnel who provided the leadership to make the department a viable change agency. The Colorado Department of Education is committed to new educational thrusts and is organizing its resources to implement them in an effective manner. The resources in the department will be utilized at a maximum to plan and attain improvement of education in Colorado. (ON)

ED 043 795 AA 000 630
Cleary, Lynn Paul
The Florida Education Improvement Expense Program. Improving State Leadership in Education.
Florida State Dept. of Education, Tallahassee.
Spons Agency—Improving State Leadership in Education, Denver, Colo.
Pub Date Sep 70
Note—35p.
Available from—Florida State Department of Education, Tallahassee, Florida 32301
EDRS Price MF-$0.25 HC-$1.85
Descriptors—Cost Effectiveness, Educational Development, *Educational Finance, *Educational Improvement, *Educational Planning, *Instructional Improvement, Leadership, Program Budgeting, *State Programs
This study analyzes the Education Improvement Expense program by examining its evolution, implementation, and implications. The examination covers an historical overview of the creation and development of this program. The overview includes investigation of factors that resulted in the initial movement toward increased state funding of a non-categorical type and the creation of E.I.E. Actual implementation of the E.I.E. program is examined through an analysis of nine county plans selected to represent a cross section of school districts in Florida. Primary sources of information are used in this study and include plans of school districts, evaluation reports of the districts, state publications related to the implementation of this program and personnel interviews. Advantages and disadvantages of the program are listed. It is concluded that if the E.I.E. program is adequately financed to approach its theoretical potential, this program could serve as a model for future school improvement plans throughout the nation. (ON)

ED 043 796 AA 000 631
Andrews, Theodore E.
New Directions in Certification. Improving State Leadership in Education.
Washington State Board of Education, Olympia.
Spons Agency—Improving State Leadership in Education, Denver, Colo.
Pub Date Sep 70
Note—39p.
Available from—Washington State Board of Education, Olympia, Washington 98501
EDRS Price MF-$0.25 HC-$2.05
Descriptors—*Career Planning, *Certification, Change Agents, Educational Improvement, *Instructional Improvement, Leadership, Performance, *State Programs, *Teacher Certificates, Teaching Quality
This study proposes an almost entirely new and innovative program of teacher certification. It is program-centered and performance-centered and points to the opportunity for many people to participate in an effective way for the development and improvement of the teaching profession. Certification as a teacher should be related to one's ability to teach, that is, his or her competence. New certification regulations in the state of Washington are based on four fundamental standards: (1) Professional preparation should continue throughout the career of the practitioner; (2) School organizations, professional associations as well as colleges and universities should be recognized as preparation agencies; (3) Discussions about preparation should be based upon performance--performance in relation to stated objectives in the world of the practitioner; (4) Preparation and career development programs should be individualized. The fundamental concept underlying attempts to develop new processes for certification is that roles in the educational world must change. If new directions in certification become law in the state of Washington, it is believed that the nature of teaching will change, school organization will change, and American education will change. (ON)

ED 043 797 AA 000 632
Teacher Recruitment and Selection. PREP-20.
National Center for Educational Communication (DHEW/OE), Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—PREP-20
Pub Date Jan 71
Note—45p.
EDRS Price MF-$0.25 HC-$2.35
Descriptors—Data Collection, *Decision Making, *Educational Methods, *Personnel Selection, Public Relations, *Teacher Recruitment, *Teacher Supply and Demand
Identifiers—*Putting Research into Educational Practice (PREP)
In an interpretive studies project conducted for the Office of Education, Dr. Dale L. Bolton of the University of Washington, Seattle, surveyed the findings of research and the hiring and placement practices of business and industry, governmental agencies, and large school systems. In his final report he examines such problems as how to approach and carry out the tasks of recruiting, selecting, and evaluating teachers in a school district; how to determine the number of teachers to be hired; who to involve in determining what is effective teaching; how to collect and analyze information on applicants; what strategies to use in making decisions; and how to alter the system which presently exists. He also suggests some implications and applications of his findings to assist administrators, teachers, and board of education members to apply research and development results to the processes of recruiting, selecting, and evaluating teachers. This PREP kit on "-Teacher Recruitment and Selection" is the first of two kits based on Dr. Bolton's final report. The second kit will treat the evaluation of teachers. Both kits are being entered into the ERIC system and will be available from the ERIC Document Reproduction Service, in microfiche and hard copy. The final report from which the two kits were taken will also be available from EDRS, but only in microfiche. (Author/LS)

ED 043 798 AA 000 633
Bourne, Charles P. And Others
Abstracting and Indexing Rates and Costs: A Literature Review.
ERIC Clearinghouse on Library and Information Sciences, Minneapolis, Minn.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date May 70
Note—68p.; Review Series 5
EDRS Price MF-$0.50 HC-$3.50
Descriptors—*Abstracting, Bibliographies, *Costs, Data, *Indexing, *Information Services, *Literature Reviews
The English-language literature since 1950 was searched to gather published reports of abstracting and indexing rates and costs, and cost figures for the complete preparation of secondary publication. The search located relevant information by 24 abstract journals and 3 citation services, 18 abstracting cost figures, and 41 indexing cost figures. These reported figures were extracted with text or other amplifying comment and tabulated, with reference made to the included 79-item bibliography. Unit costs per bibliographic item were cited or computed. These data were plotted to detect possible patterns or trends. The reported unit costs for preparation of the secon-

dary services were adjusted for 1968 dollar value and were plotted by number of items cited annually. Abstracting costs and indexing costs were each plotted chronologically, and then in rank order with dollar value adjustments. Abstracting and indexing rates were plotted. The plots serve to illustrate the scattering of the data and emphasize the problem of drawing generalizations from the existing data. (Author)

ED 043 799 AA 000 634
Harvey, James
Preventing College Dropouts: A Review.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Nov 70
Note—4p.; Currents '70; n3 1970
EDRS Price MF-$0.25 HC-$0.30
Descriptors—*Dropout Prevention, *Dropout Programs, *Dropouts, *Higher Education, *Student Characteristics

This issue of CURRENTS reviews some of the general findings on the dropout, and outlines approaches that have proven effective at various types of institutions in reducing dropout rates. Most of the programs examined here are aimed at early identification of the potential dropout and prevention of his withdrawal through the provision of special services. Other programs deal with "last ditch" measures by the university to keep the student in school and with efforts to retrieve the student once he has dropped out. (Author)

ED 043 800 AA 000 635
Patterson, Lewis D.
Consortia in American Higher Education.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Report No—R-7
Pub Date Nov 70
Note—23p.
EDRS Price MF-$0.25 HC-$1.25
Descriptors—*Annotated Bibliographies, *Consortia, *Cooperative Programs, *Higher Education, *Interinstitutional Cooperation

This report includes an essay discussing the rationale behind the promotion and growth of consortia and some of the practical problems of interinstitutional cooperation, and an annotated bibliography of 52 selected references on the topic. Administration, funding, founding purposes, common arrangements, and development processes are discussed with an emphasis on voluntary interinstitutional agreements. (JS)

ED 043 801 AA 000 636
Dissemination of Educational Products Developed Under USOE Sponsorship. Conference Report.
Institute for Educational Development, New York, N.Y.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Bureau No—BR-0-8017
Pub Date Apr 70
Contract—OEC-0-70-3573
Note—66p.; Report of conference initiated by U.S. Office of Education, National Center for Educational Communication, Washington, D.C. and the Institute for Educational Development, New York, N.Y. April 23-24, 1970
EDRS Price MF-$0.50 HC-$3.40
Descriptors—*Conferences, *Copyrights, *Instructional Materials, Manufacturing Industry, *Policy, Publishing Industry

The National Center for Educational Communication (USOE) initiated with the Institute for Educational Development the concept of a conference which would bring the USOE-sponsored Research and Development Centers and Regional Educational Laboratories together with publishers and manufacturers who might assist them in developing their products and in moving them into widespread use in schools. Another objective was to generate specific policy recommendations for the U.S. Office of Education. The government's interest in making USOE-sponsored products readily available to schools and also the effect the new USOE copyright policies might have on the development and the dissemination of those products was presented by government officials. As background material for these presentations, copies of old and new USOE Copyright Guidelines were distributed. The materials distributed at the Conference and all papers presented by the participants on the first day are included in this report. On the second day small task groups formulated recommendations they would make to USOE as a total group of conferees. The recommendations are included in this report and are addressed to the following audiences: (1) Government-sponsored agencies and individual projects which develop new forms of educational practices; (2) Publishers and manufacturers of educational materials, and (3) The United States Office of Education. (ON)

AC

ED 043 802 AC 006 450
Knoll, Joachim H., Ed.
Internationales Jahrbuch der Erwachsenenbildung, 1969. L'Anee Internationale de l'Education des Adultes. (International Year-Book of Adult Education.)
Spons Agency—Ruhr Univ., Bochum (West Germany).
Pub Date 69
Note—298p.; Text in German, French, and English
Available from—Quelle & Meyer Verlag, 6900 Heidelberg 1, Schloss-Wolfsbrunnen-Weg 29, Postfach 1340 (26 DM)
Document Not Available from EDRS.
Descriptors—*Adult Education, Adult Educators, Educational Change, Folk Schools, Industrial Training, National Organizations, *Professional Education, Publications, *Research, Research Needs, *University Extension
Identifiers—Andragogy, *Europe

This volume of the International Year-book of Adult Education concentrates on interrelated aspects of university education, research, and adult education. Nine articles, accompanied by abstracts in German, English, and French, deal with adult education research in modern Yougoslavia (since 1950); adult education as a field of study within the sphere of "andragology" (andragogy, or adult education) at the University of Amsterdam; the state of the art of adult education research at the Institute of Educational Research and elsewhere in Norway; adult educator training at the University of Manchester; the role of the Pedagogical Working Centre of the German Association for Adult Education as regards adult education research; and adult education and training in West German industry. Shorter articles on adult education as a discipline, the Swedish folk high schools from 1868 to 1968, correspondence study in West Germany, and a plan for adult educational change in Baden-Wurttemberg (West Germany), also appear. The document includes book reviews and lists of publications. (LY)

ED 043 803 AC 006 766
Books for Training Officers.
British Association for Commercial and Industrial Education, London (England).; National Book League, London (England).
Pub Date 69
Note—76p.; Second Edition
Available from—British Association for Commercial and Industrial Education, 16 Park Crescent, Regent's Park, London, WIN 4AP (7s. 6d. non-members)
Document Not Available from EDRS.
Descriptors—Adult Education, *Annotated Bibliographies, Audiovisual Aids, *Business Education, Human Relations, *Industrial Training, *Management Development, Personnel Selection, Programed Instruction, Retraining, *Training Techniques

A new edition of this bibliography (first published in 1967) includes 285 publications in print as of July 1969. Areas covered include: manpower planning, training practice--general works, retraining, training of older workers, operator training, craft training, apprenticeship, training of technicians and technologists, commercial and clerical training, supervisory training, management training, training aids, training techniques, programed instruction, the education system, further education, transition from school to work, selection and assessment of employees, industrial psychology, human relations, and group dynamics. There is a list of publishers, with addresses, and of publications of the British Association for Commercial and Industrial Education. (NL)

ED 043 804 AC 006 826
DuBois, Philip H., Ed. Mayo, G. Douglas, Ed.
Research Strategies for Evaluating Training.
American Educational Research Association, Washington, D.C.
Pub Date 70
Note—152p.; AERA Monograph Series on Curriculum Evaluation
Available from—American Educational Research Association, 1126 Sixteenth Street, N.W., Washington, D.C. 20036
Document Not Available from EDRS.
Descriptors—Ability, Analysis of Variance, Evaluation Criteria, *Evaluation Techniques, Individual Characteristics, *Learning Processes, Measurement Instruments, Programed Instruction, *Research Methodology, Task Performance, *Training, Transfer of Training
Identifiers—United States Navy

This document presents papers given at several conferences of Naval Training research personnel, consultants, and investigators from Washington University of St. Louis who were under contract with the Office of Naval Research to develop and test strategies for evaluating training. Part I covers basic issues in training research--learning ability; laboratory studies of learning; and learning, prediction and the simplex. Part II, on the measurement of learning, covers measurement of learning in extensive training programs; the criterion problem; problems arising from the unreliability of the measuring instrument; measuring gain from a common point of mastery; and residual gain and common points of mastery. Part III, on method and results, covers correlational analysis and analysis of covariance in training research; the matched group design; nonintellectual predictors of success; programed instruction; and the relationship between learning and intelligence. (PT)

ED 043 805 AC 006 829
Hill, Daniel
A Study of Community Resource Development and Community Service Program Coordination between Cooperative Extension and Community Colleges in New York.
Missouri Univ., Columbia.
Pub Date 70
Note—86p.
EDRS Price MF-$0.50 HC-$4.40
Descriptors—Attitudes, Audiences, *Community Colleges, *Community Development, *Community Resources, *Cooperative Programs, Educational Background, Investigations, Land Use, Models, Personnel, Program Content, Program Development, Questionnaires, *Rural Extension, Statistical Data
Identifiers—*Cooperative Extension Service, New York State

A study was made to define areas where Community Resource Development-Community Services program coordination between Cooperative Extension and Community Colleges may integrate at the local level. Objectives were to describe similarities and differences of both programs, to identify attitudes of personnel toward the program areas and possible joint program effort, and to formulate a model for cooperation. A questionnaire was developed and mailed to 35 persons in community colleges throughout New York State and to 47 extension agents and four regional specialists in New York; returns were 86% and 95% respectively. There was no evidence of overlap in program content; community colleges emphasized vocational-technical, cultural, and basic education while extension emphasis was on land use, natural resources, and environment. There was overlap for clientele by both emphasizing a suburban, middle income audience. Wide differences in background of personnel in both institutions appeared. More positive attitudes toward the program area were expressed by the community college personnel; but both groups expressed common problem area concerns in program development. (NL)

ED 043 806 AC 006 862
Croll, John A.
The Effects of Order of Agenda of County Workshops in Project "Shirtsleeves."
Missouri Univ., Columbia.
Pub Date Jul 69
Note—24p.

Available from—Interlibrary Loan Service, University of Missouri, Columbia, Mo. 65201 (MF $1.11, HC $7.20, estimated)
Document Not Available from EDRS.
Descriptors—Attitudes, Community Agencies (Public), County Programs, *Disadvantaged Groups, Motivation, *Needs, *Participant Involvement, *Participation, Poverty Programs, Professional Personnel, *Program Planning, Rural Areas, Statistical Data, University Extension, Workshops
Identifiers—*Project Operation Shirtsleeves, University of Missouri

An exploratory study was made of county workshops designed to plan programs for the poor to see if there would be an increase in verbal participation and later program participation, and if expressed needs would be different when representatives of the poor spoke of their needs before agency personnel discussed programs. The workshops were part of the Rural Poverty Training Project--Operation Shirtsleeves, operated by the Extension Division of the University of Missouri and funded by the Office of Economic Opportunity. Several of the workshops were visited and a review was made of 49 workshops. It was observed that the competence of the chairman is vital to success; that there must be a clear understanding of the purpose of the project; and that there was rigidity of many persons to new programs and lack of full support. Lack of transportation was identified more often than any other problem in those programs reviewed. There was some evidence of an increase in participation. The best use of Extension resources is through the present staff using the community development process and involving all citizens; resources of government agencies are only part of those that can be brought to bear on community problems. (EB)

ED 043 807 AC 006 930
Weber, Arnold R., Ed. And Others
Public-Private Manpower Policies.
Industrial Relations Research Association, Madison, Wisc.
Pub Date 69
Note—210p.
Available from—Industrial Relations Research Association, Social Science Building Madison, Wisconsin 53706 ($4.50)
Document Not Available from EDRS.
Descriptors—Business, *Disadvantaged Groups, Federal Programs, Government Role, Industry, *Labor Market, *Manpower Development, Manpower Needs, *Manpower Utilization, *On the Job Training, Vocational Education, Welfare Recipients, Working Women

The document contains a collection of papers on policies that affect public and private manpower programs and practices. The authors have discussed methods of evaluating manpower programs in consideration of recent emphasis on problems of poverty and the disadvantaged worker. The categories and characteristics of information that are most useful for matching jobs and workers and the potential of vocational education in meeting educational and training for job purposes have also been presented. Included also are discussions on the federal and private involvement in manpower planning programs and in job training for disadvantaged workers, the welfare system as a manpower rehabilitation system, and the implications of using women power. The papers have expressed the opinion that manpower programs should demonstrate foresight and concern for development, give continuing emphasis to the development of institutions that will improve the overall operation of the labor market, and identify and promote complementary relationships between national manpower programs and other social and economic programs. (PT)

ED 043 808 AC 008 004
Hardin, Einar Borus, Michael E.
Economic Benefits and Costs of Retraining Courses in Michigan.
Michigan State Univ., East Lansing.
Pub Date 69
Note—437p.
Available from—National Technical Information Service, Operations Division, Springfield, Va. 22151 (PB-189-116, MF $0.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Cost Effectiveness, *Educational Benefits, Expenditures, Federal Government, *Federal Programs, Income, Labor Market, *Manpower Development, Persistence, Productivity, Program Costs, Research, Taxes, Unemployment Insurance, *Vocational Retraining, Welfare
Identifiers—Automobile Industry, Michigan

The study of the economic benefits and costs of training courses in Michigan was intended as an evaluation of the impact of the federal training program on the national product, the disposable income of trainees, and the expenditures and receipts of the government. It was confined to the institutional, occupationally oriented courses conducted under the auspices of the Manpower Development and Training Act and the Agricultural Research Administration. The gains from training were smaller among trainees with more years of schooling. Those from training in short classes were larger for persons from very small or fairly large households than for persons coming from households of intermediate size. In contrast, the gains from training in medium-length and long classes were larger among persons from intermediate than from small or large households. The gains from training declined as training lengthened. Training affected the annual unemployment benefits (unemployment insurance payments) after the class, but the magnitude and direction of the effect depended on several variables. Trainees lost earnings as a consequence of enrolling, but the amount of loss varied with several circumstances. These courses were typical of the federal training program in the 1962-65 period. (Author/NL)

ED 043 809 AC 008 015
A Case Study in Career Advancement in the Community Action Agency.
New York Univ., N.Y. New Careers Development Center.
Pub Date 70
Note—25p.
EDRS Price MF-$0.25 HC-$1.35
Descriptors—*Action Programs (Community), *Agencies, *Case Studies, Community Involvement, Decentralization, Demography, Economics, *Employment Opportunities, Financial Support, Interagency Coordination, Leadership Training, Minority Groups, Objectives, Program Evaluation, *Program Planning, Recruitment
Identifiers—Suffolk County (New York)

A case study in career advancement in the community action agency in Suffolk County, New York, presents information on demography, economics, institutional resources, minority groups, political structure, funded programs, and the agency's background, as well as on the problems, objectives, benefits, activities, and strengths and weaknesses of the program. Plans are being made: to increase the staff and to provide more training and technical assistance to the target area; to establish staff attendance at all neighborhood council meetings; to recruit staff through a combination of traditional approaches and selection standards outlined in the personnel plan. Supervisors will assess non-professional staff twice yearly. The program director will continue to recruit volunteers. (A program account budget sets out the amount requested for the total program from federal and other sources). (NL)

ED 043 810 AC 008 094
Smith, L. L.
Mid-Career Education for Municipal Clerks.
Syracuse Univ., N.Y.
Pub Date May 70
Note—9p.; Paper presented at the 24th Annual Conference of the International Institute of Municipal Clerks, May 18-20, 1970, Atlantic City, N.J.
EDRS Price MF-$0.25 HC-$0.55
Descriptors—*Adult Education, *City Government, City Officials, Curriculum, Educational Needs, *Educational Programs, Financial Support, *Government Employees, *Municipalities, Participation, Teaching Methods

In 1965, the concept and need for mid-career education for public administrators at the local level received attention through three studies (Detroit, Berkeley, Syracuse) sponsored by the National Institute for Public Affairs. There is agreement that the curriculum for such programs should be derived from the social sciences. Teaching methods should be varied, including involvement-type techniques related to the examination of value assumptions and personal perspectives; interim, back-home assignments should be incorporated when possible. The residential, intensive, and complex learning experience necessary to create an effect on the conduct of urban affairs requires funding beyond normal local resources; there must be an expansion of Federal funding. (EB)

ED 043 811 AC 008 191
Axford, Roger W.
The Teacher Aide...An Answer to the Teacher Shortage.
Maine State Dept. of Education, Augusta.
Pub Date 68
Note—23p.
EDRS Price MF-$0.25 HC-$1.25
Descriptors—*Curriculum, Educational Needs, *Educational Programs, Employment, Participant Satisfaction, Role Perception, State Programs, State Standards, State Universities, *Summer Institutes, Task Analysis, *Teacher Aides, Teacher Attitudes
Identifiers—Maine

The Maine State Department of Education and the Continuing Education Division of Maine State University provided a series of summer institutes in 1968 at selected university locations throughout the state for presently employed or prospective teacher aides. Courses were offered to 116 teacher aides in education and the teacher aide, classroom psychology, instructional media, library work, safety and health, school record keeping, and communication (written and oral). Teacher aides felt they had benefitted from the experience and made suggestions for additional areas for future instruction. Testimony taken by institute directors from certified teachers showed that some teachers are reluctant to use teacher aides, but others are enthusiastic about the potential for more extended use of them. Institute leaders urged that teachers should be trained to use paraprofessionals; that five courses be accepted as a core for teacher aide training; and that the institutes should be continued but over a longer period. (State Department of Education guidelines for employment of teacher aides is included.) (PR)

ED 043 812 AC 008 217
Knowles, Malcolm S.
The Modern Practice of Adult Education; Andragogy versus Pedagogy.
Pub Date 70
Note—384p.
Available from—The Association Press, 291 Broadway, New York, N.Y. 10007 ($12.95)
Document Not Available from EDRS.
Descriptors—*Adult Education, Adult Learning, Bibliographies, Decision Making, *Educational Methods, Educational Needs, *Educational Principles, Evaluation Techniques, Financial Policy, Leadership Training, Participation, Personnel, *Program Planning, Publicize, Records (Forms), Recruitment, Statistical Data
Identifiers—Andragogy

This book is a guided inquiry into the newly emerging technology of adult education based on an original theory of andragogy (the art and science of helping adults learn) as distinguished from pedagogy (teaching children and youth). Its central thesis is that adults in certain crucial respects are different from young people as learners, and that a different approach is needed. Part 1 explores what the differences are, and what they mean to the development of a unique adult education methodology. In Part 2, principles and practical techniques are offered for establishing an organizational climate and structure, assessing needs and interests, defining purposes and objectives, translating objectives into program designs, organizing and administering total programs, evaluating them, and using a systems approach to program planning and operation. The third part presents tested management procedures for courses, workshops, institutes, and other types of educational activities. Numerous samples of actual programs and successfully used materials are introduced to illustrate a variety of curricular offerings, interest groups, and learning levels. An index, chapter bibliographies, and 77 tables and figues are also included. (LY)

ED 043 813 AC 008 242
Mulvey, Mary C.
Statement of Dr. Mary C. Mulvey ... for Hearings before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate ... in Support of S. 1663 Adult Education Act of of 1969.

Pub Date Jun 69
Note—54p.
EDRS Price MF-$0.25 HC-$2.80
Descriptors—Academic Education, *Adult Basic Education, Curriculum Development, Delinquency, *Disadvantaged Groups, Educational Benefits, Educational Disadvantagement, *Educational Needs, Elementary School Curriculum, *Financial Support, High School Curriculum, Unemployment, Vocational Education, Welfare
Identifiers—Adult Education Act of 1969, Rhode Island
In the course of supporting the proposed continuation and expansion of the present Adult Basic Education (ABE) program as set in S. 1663 Adult Education Act of 1969, Dr. Mulvey presents and clarifies the situation of adult education in Rhode Island and in the United States as a whole, and emphasizes the need for continued support. Dr. Mulvey discusses such topics as: the need for funding adult high school education; social and economic effects of undereducation (on income, career opportunities, educational training, employment, welfare, health, delinquency); ABE program funds through 8th grade level; High School Equivalency programs currently available; tuition programs; demand for high school and equivalency preparation; S. 1663; Funds necessary for adult high school education; and the need for financial support. (PY)

ED 043 814 AC 008 369
Williams, Carl Eugene
Abilities Needed by Community Family Life Educators: Views of Educators, Executives and Practitioners.
Columbia Univ., New York, N.Y.
Pub Date 69
Note—127p.; Ph. D. Thesis
Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-4526, MF $3.00, Xerography $6.20)
Document Not Available from EDRS.
Descriptors—*Administrative Personnel, *Adult Educators, *College Faculty, Community Education, Doctoral Theses, Educational Needs, *Family Life Education, Interpersonal Competence, Job Skills, Professional Training, Student Motivation, *Teacher Qualifications, Teaching Styles
The chief purpose of this study was to discover differences in perception among a sample of educators (24), executives (9), and practitioners (73) as to abilities needed by a community family life educator and best ways to assure these abilities and training. Data were collected by interviews and a questionnaire. Of 12 preselected abilities, the majority of respondents agreed that particularly needed were the abilities to: challenge students to think critically; create an atmosphere of acceptance; understand himself and others unlike himself; and work with clientele. Less than half the educators and practitioners thought it important to be able to teach beyond one's own experience; but 75% of the executives thought it important. Educators felt more strongly than either practitioners or executives that the ability to convey information, feelings, and attitudes was important. Since differences in perception do exist, educators need to take the opinions of executives and practitioners into account when they plan training programs. (PT)

ED 043 815 AC 008 381
Leagans, J. Paul
Dissertations in Extension and Adult Education; Cornell University 1948-1970.
State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.
Pub Date 70
Note—29p.
EDRS Price MF-$0.25 HC-$1.55
Descriptors—Administrative Organization, Adult Education, Communication Skills, *Directories, *Doctoral Theses, Leadership, *Masters Theses, Participation, Program Content, Program Effectiveness, Program Planning, *Rural Extension, Staff Improvement
Identifiers—*Cornell University
Dissertations (301) completed by graduate students majoring in extension and adult education at Cornell University are listed in this document by year completed. They are indexed under nine general topics: administrative organization and management; comparative extension and adult education; Communication methods; effectiveness and progress of programs; leadership; organization and participation in programs; program content and planning procedures; staff development and training; and miscellaneous topics. Because the content of much of the research has relevance to topics other than its major subject, much overlapping exists in the classification. (PT)

ED 043 816 AC 008 383
Paul, E. J. And Others
Drake University Pre-Retirement Planning Center. Annual Report, September 1, 1968 to August 31, 1969.
Drake Univ., Des Moines, Iowa.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Commission on Aging.
Report No—AA-4-68-043-02
Pub Date Aug 70
Note—227p.
EDRS Price MF-$1.00 HC-$11.45
Descriptors—Age Differences, Attitude Tests, Business, Changing Attitudes, Evaluation, Government Employees, Industrial Personnel, Measurement Techniques, Middle Aged, *Motivation Techniques, Older Adults, *Participation, *Personal Adjustment, *Planning, Program Planning, *Retirement, Teachers, University Extension
Identifiers—Drake University, Dugger Scale
The major task of Drake University Pre-Retirement Center for the fiscal year 1968-69 continued to be the demonstration and evaluation of different methods of involving workers in retirement preparation activities. Recruitment was from three primary groups: business, government employees, and the community at large. The center also helped the community of Mason City, Iowa, to establish three groups: one from the community at large (28 participatns); one, industrial (15 blue collar); and the third, professional (31 teachers). Three studies were also conducted by center personnel. In one, based on 214 subjects, the age level at which preretirement planning results in greatest attitude and adjustment change was determined, using the Dugger Scale. The second, with 145 participants, concerned itself with retirement planning activities and attitude change resulting from participation in preretirement planning programs. The third, involving 368 subjects, determined the influence of certain personality characteristics in likelihood of change and what changes had occurred in expressed concerns, involvement, and attitudes. (PT)

ED 043 817 AC 008 395
Lunden, Leon E.
Major Collective Bargaining Agreements: Training and Retraining Provisions.
Department of Labor, Washington, D.C. Bureau of Labor Statistics.
Report No—Bull-1425-7
Pub Date Mar 69
Note—44p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—*Collective Bargaining, *Educational Opportunities, Employer Employee Relationship, *Industrial Training, Job Layoff, *Labor Unions, On the Job Training, Participation, Seamen, Selection, Trainees, Tuition Grants, *Vocational Retraining, Wages
This report analyses approaches to training of workers developed by parties to collective bargaining agreements. The Bureau of Labor Statistics examined 1823 major collective bargaining agreements each covering 1,000 workers or more. Fewer than 20% (344) of the agreements contained training and retraining provisions. Training clauses (provisions) were concentrated in six industries: transportation equipment, communications, machinery (except electrical), primary metals, utilities, and food industries. Three unions in particular were parties to significant numbers of negotiated training and retraining provisions: the Steelworkers (27), Auto Workers (40), and the Brotherhood of Electrical Workers (27). About 25% of the provisions (86 of 344) involved firms that employed 5,000 workers or more. A classification of agreements into groups by employment size indicated that the incidence of training provisions increased with the size of the bargaining unit. The nature and methods of training and the administration of provisions are also discussed. (Appendixes include selected training and retraining provisions; union sponsored programs in the maritime industry; and an indentification of clauses.) (PT)

ED 043 818 AC 008 398
Smith, L. L., Ed. Reagen, Michael V., Ed.
Management Development for Urban Administration.
Syracuse Univ., N.Y. Continuing Education Center for the Public Service.
Pub Date 70
Note—27p.
EDRS Price MF-$0.25 HC-$1.45
Descriptors—Administrative Organization, Adult Education, City Officials, Communication Skills, Decision Making, *Management Development, Planning, *Public Administration Education, Public Relations, Supervision, *Urban Areas
Readings summarize presentations made at seminars conducted by the Continuing Education Center for the Public Service at Syracuse University. They cover: personal communication skills, kinds of information needed by a public official, and information retrieval system; how to persuade, sell, listen, argue in everyday public relations; organization and supervision, staffing, decision making and planning; and application of new management techniques to local government; and the future of urban areas. (PT)

ED 043 819 AC 008 414
Decker, Floyd A. And Others
Municipal Government Efforts to Provide Career Employment Opportunities for the Disadvantaged.
National League of Cities, Washington, D.C. Dept. of Urban Studies.
Pub Date Dec 69
Note—153p.
Available from—National Technical Information Service, Operations Division, Springfield, Va. 22151 (PB-189-912, MF $0.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Bibliographies, Community Services, *Disadvantaged Groups, Employment Qualifications, *Government Employees, Human Services, *Job Development, Libraries, Manpower Development, *Municipalities, Personnel Needs, Program Descriptions, Program Evaluation, Public Health, Technical Occupations
Identifiers—*New Careers
The study, conducted in Dayton, Detroit, El Paso, New York City, San Francisco, and Washington, D.C., investigated efforts to create municipal career employment and training opportunities for those who cannot meet traditional entrance requirements. It also examined the impact of programs on municipal services, and ways in which such programs can be effectively carried out. Inadequate planning time, inadequate Federal funding, and program constraints limiting types of careers that can be created, were major problems. It was found that New Careerists could improve the content and delivery of municipal services, expecially welfare client counseling and personal assistance and improvement of agency client relations. Despite shortcomings in placement, promptness, and work habits of trainees, most supervisors and other employees expressed satisfaction with trainee attitudes and performance. However, New Careers as now structured cannot be expected to meet municipal manpower shortages. Its emphasis on human services fails to consider the special employment problems of unemployed males, or the severe manpower shortage in such basic community operation and maintenance services as air pollution control, engineering and public works, waste treatment, and transportation. (LY)

ED 043 820 AC 008 417
Literacy 1967-1969; Progress Achieved in Literacy Throughout the World.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 70
Note—105p.
EDRS Price MF-$0.50 HC-$5.35
Descriptors—Age Groups, Evaluation, Expenditures, *Illiteracy, International Programs, *Literacy Education, Public Opinion, Research, Resource Allocations, Sex Differences, *Statistical Data, Teaching Techniques, Technical Assistance

The purpose of this publication is to bring up to date the statistical analysis of illiteracy in the world, to study some general patterns and trends, to record new developments in methods and techniques, and to show correlations between national programs and the Experimental World Literacy Programme. No attempt has been made to give detailed accounts of all the literacy activities reported to the Secretariat by the Member States. The information given is based on replies to a questionnaire sent to Member States and Associate Members on UNESCO and to selected international nongovernment organizations. Ninety three of the Member States and nine of the organizations replied. Topics discussed include; the world literacy situation; world opinion and the crisis of mass illiteracy; survey of literacy programs; international collaboration; mobilization of resources by governments and people; techniques and tactics in literacy; and research and evaluation. The appendixes contain data on illiterate population and the percentage of illiteracy, illiteracy percentages by age and sex, and laws and decrees that have been adopted since 1967 concerning literacy. (PT)

ED 043 821 AC 008 492
Powell, L. S.
Lecturing to Large Groups.
Pub Date Jun 69
Note—16p.
Available from—British Association for Commercial and Industrial Education, 16 Park Crescent, Regent's Park, London W1, England
EDRS Price MF-$0.25 HC-$0.90
Descriptors—*Audiences, Audiovisual Aids, Communication (Thought Transfer), Concept Formation, Evaluation, Feedback, *Large Group Instruction, *Lecture, Manuals, *Planning, Student Motivation, *Teaching Techniques

The document offers a brief evaluation of the effectiveness of the lecture method of teaching and a detailed outline of the characteristics that make it effective. While some of the effectiveness lies in the lecturer's ability, subject discussed, and circumstances, there are certain guidelines and procedures which are generally followed by successful lecturers. The purpose of a lecture; lecture settings; organization, designing, preparation, and presentation of the lecture; use of visual aids; participation; and lecture assessment are discussed. (PT)

ED 043 822 AC 008 498
[International Congress of University Adult Education. World Conference (Second, Montreal, August 25-29, 1970).]
International Congress of Univ. Adult Education.
Pub Date 70
Note—179.; Text in English, French, and Spanish
EDRS Price MF-$0.75 HC-$9.05
Descriptors—*Adult Education, Adult Educators, Bibliographies, Budgets, *Comparative Education, Curriculum, Developing Nations, Family Planning, General Education, International Organizations, Labor Education, Labor Market, Professional Training, Research, Statistical Data, Technical Education, *University Extension
Identifiers—Andragogy, International Congress University Adult Education

These papers present the constitution and bylaws of the International Congress of University Adult Education (ICUAE); the treasurer's report covering August 1, 1960 to June 30, 1970, including the financial statement and explanation; the curriculum outline and course content for a six year sequence of professional training in andragology (andragogy or adult education) at the University of Amsterdam; a report on literacy and other adult education in the United Arab Republic (Egypt); problems of university adult education (UAE) in New Zealand; UAE at several Norwegian institutions; the national development role of the Department of Extra-Mural Studies, University of Zambia; administrative implications of the current status of UAE research and training; experimental UAE programs at the University of Osaka (Japan); a brief research review on andragogy; the emerging adult and continuing education role of American universities; and the potential of UAE in family planning. A statistical review of manpower needs and labor force characteristics in Chile in provided. Also included are the ICUAE delegate list, 28 tables and charts, and 21 references. (LY)

ED 043 823 AC 008 501
Connelly, Hester Walton, Jr.
An Exploratory Investigation of the Effects of Microlab Activities and Instrumented Exercises on Selected Outcomes of Participation Training.
Indiana Univ., Bloomington.
Pub Date Apr 70
Note—238p.; Ph. D. Thesis
Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-22,828, MF $4.00, Xerography $10.80)
Document Not Available from EDRS.
Descriptors—Analysis of Variance, Behavior Change, Bibliographies, Data Analysis, Doctoral Theses, *Group Experience, Interaction, *Interpersonal Competence, *Laboratory Training, Measurement Instruments, Participant Satisfaction, *Program Evaluation, Time Factors (Learning), *Training Techniques, Verbal Communication

This participation training (PT) study sought to determine whether microlabs (short training sessions) and instrumented (data based) exercises reduced the time needed to learn desired PT verbal behaviors; whether participant satisfaction is affected significantly; and whether any unusual problems in content, procedure, or group process arise from the two techniques. Three treatments--a microlab inserted into the usual PT design, PT with instrumented exercises, and the usual PT design only--were used. Thirty adults engaged in a missionary orientation program were divided into three treatment groups. These were among the conclusions reached: (1) microlab activities and instrumented exercises can promote social learning; (2) microlab activities encourage participants to examine the social and emotional aspects of group life and to feel a strong group commitment; (3) demonstrating group concepts through instrumented exercises does not assure immediate behavioral application; (4) PT is especially useful in developing work group skills; (5) the emergence of desired PT outcomes is not highly associated with participant satisfaction. (LY)

ED 043 824 AC 008 510
Finnigan, J.
Industrial Training Management.
Pub Date 70
Note—166p.
Available from—Business Books Limited, 180 Fleet Street, London EC4, England (50s net)
Document Not Available from EDRS.
Descriptors—Administrative Organization, Cost Effectiveness, Educational Needs, Governing Boards, *Industrial Training, Labor Unions, *Management Development, Manpower Utilization, Off the Job Training, On the Job Training, Technological Advancement, Training Objectives, Training Techniques, Universities
Identifiers—*Great Britain

This book's objective is to stimulate the type of thinking and develop the attitudes destined to raise the tone of industrial training management. All twelve chapters are devoted to training needs, training management problems, and the means to solutions. Topics include growth of and demand for industrial training; the training manager's role in the organization, and strategy of industrial training; assessing training needs and defining training objectives; identifying the individual's training needs and designing his training program; internal and external courses; examination and assessment of training effectiveness; external training influences; organization of the training department; the educational system and the training manager's relationship with it; training manager's contribution to manpower utilization and his role as a trend setter; training for social and political change; and the future of training and trainers. (PT)

ED 043 825 AC 008 514
Into Further Education: Opportunities for 15 and 16 Year Olds in Further Education.
Association of Teachers in Technical Inst., London (England).
Pub Date 68
Note—28p.
EDRS Price MF-$0.25 HC-$1.50
Descriptors—*Adult Education, College Entrance Examinations, *Educational Programs, Fees, Grants, *Industrial Training, *Information Sources, *Part Time Students, Teenagers
Identifiers—*Great Britain

The focus of this booklet is on education for people over statutory schooling age. It explains full-time, part-time, sandwich study, and industrial training programs, and discusses the links between colleges and working life, qualifications, variety of opportunity, GCE studies in colleges, and fees and grants. It lists programs offered by the colleges, discusses entrance qualifications, and enumerates information sources. (NL)

ED 043 826 AC 008 545
Pesson, Lynn L.
Factors Associated with the Adoption of Agricultural Practices; Kampong Bukit Kapar, Selangor, Malaysia.
College of Agriculture, Serdang, Selangor (West Malaysia).
Pub Date Dec 67
Note—45p.
EDRS Price MF-$0.25 HC-$2.35
Descriptors—*Adoption (Ideas), *Agricultural Occupations, Agriculture, Attitudes, *Developing Nations, *Diffusion, Extension Agents, *Farmers, Food, Individual Characteristics, Information Sources, Participation, Questionnaires, Research, Statistical Analysis, Values
Identifiers—*Malaysia

The focus of this study was to procure data about adoption behavior of Malaysian smallholders (farmers) that would be useful in the instructional program in extension education at the College of Agriculture, Malaysia. Students interviewed 76 persons in a rural village of two hundred families, all engaged in agriculture. The major sources of income were rubber and pineapple; other activities included fruit-growing and the production of the family food supply (to a limited extent). Principle objectives of the study were to: establish the level of practice adoption among the smallholders; determine factors associated with adoption proneness; and procure data on the diffusion of a specific practice through a village. Those who adopted first tended to be better educated, have larger size holdings, be middle-aged, and participate more in organizations. The pattern of diffusion took time; primary sources of information were neighbors for all respondents and extension workers for the earlier adopters. Adoption rates for some practices, requiring little outlay of money, were in excess of half of the respondents. (The questionnaire is included.) (EB)

ED 043 827 AC 008 547
A Report on the Activities of the First Five Years, 1963-1968.
Thompson Foundation, London (England).
Pub Date [69]
Note—34p.; photos
EDRS Price MF-$0.25 HC-$1.80
Descriptors—Admission Criteria, Audiovisual Aids, Capital Outlay (for Fixed Assets), Curriculum, Developing Nations, Expenditure Per Student, Foreign Nationals, Grants, *Inservice Education, Instructional Staff, *Journalism, Physical Facilities, *Production Techniques, Students, *Television
Identifiers—Great Britain

The Thomson Foundation trains journalists and television producers and engineers from developing nations in order to help these nations use mass communication techniques in education. Applicants must be fluent in English; moreover, their employers must certify that the applicants merit overseas training and will return to their work after training. Scholarships cover most expenses other than travel to and from the United Kingdom. Three 12-week courses covering such topics as news editing, reporting, features, photography, agricultural journalism, management, and press freedoms, are held annually at the Thomson Foundation Editorial Study Centre in Cardiff; two 16-week courses are held on various aspects of engineering and program production at the Television College, Glasgow. During vacation periods, the centers offer workshops and other inservice training opportunities to outside groups. (The document includes the evolution of the programs, trustee and staff rosters, Foundation grants, capital and per capita costs, overseas visits and cumulative list of students from 68 countries.) (LY)

ED 043 828 AC 008 549
Hatcher, Ester L. Dotson, Robert S.
Consumer Credit Practices of Selected Home Demonstration Club Members in Madison County, Tennessee. A Research Summary of a Graduate Study.

Tennessee Univ., Knoxville. Agricultural Extension Service.
Pub Date Sep 70
Note—43p.
EDRS Price MF-$0.50 HC-$2.25
Descriptors—*Adoption (Ideas), Bibliographies, *Consumer Education, Credit (Finance), Family Income, *Homemakers Clubs, *Housewives, Information Sources, Negroes, Participant Characteristics, Purchasing, Rural Areas, Rural Farm Residents, Statistical Data
Identifiers—Tennessee
Ninety selected negro home demonstration club members active in Madison County, Tennessee in 1969 were studied to determine their consumer credit practices. Specific purposes were to: characterize club members in high, middle, and low income groups; determine which recommended practices they were using; and identify some of the factors that influenced them to adopt or reject the practices. It was found that all members were interested in the 34 practices and all were using about one third of them. High income respondents were closer to practice adoption than the low income respondents on 29 of the 34 recommended practices. Home demonstration club meetings, television, and the daily newspaper were the major sources of information on credit practices used by all respondents. The majority (94%) of all respndents were interested in attending one or more meetings on consumer credit. (Statistical tables and a bibliography are included.) (PT)

ED 043 829 AC 008 611
Kreitlow, Burton W. MacNeil, Teresa
A Model for Educational Improvement in Extension. Theoretical Paper No. 26.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Pub Date Apr 70
Contract—OEC-5-10-154
Note—11p.
EDRS Price MF-$0.25 HC-$0.65
Descriptors—*Educational Improvement, *Educational Innovation, *Models, *University Extension
Originally designed to describe change in school systems, a model for educational improvement is generalized here in terms of university extension. An assumption is made that Extension is also an open system, where an observable improvement process occurs. The model permits an idea to be traced from the point where it enters the system to where it becomes part of the organization's action program. The flow may proceed through the stages of research, development, diffusion, and on to adoption. An essential part of the model is its social change mechanism which includes (in the case of university extension systems) administrators, specialist staff, program participants, and a governing board. An example illustrates the importance of interaction between representatives of these groups if commitment decisions are to be reached about improvements in the system. (Four figures are included.) (Author/LY)

ED 043 830 AC 008 615
Ross, Harvey L.
An Evaluation of the Effectiveness of the Allen Teaching Machine at the Federal Correctional Institution, Lompoc, California. Final Report.
Human Interaction Research Inst., Los Angeles, Calif.
Pub Date Feb 70
Note—70p.
Available from—Human Interaction Research Institute, 10889 Wilshire Boulevard, Suite 610, Los Angeles, California 90024
EDRS Price MF-$0.50 HC-$3.60
Descriptors—Academic Achievement, *Academic Education, *Correctional Education, Costs, Prisoners, *Programed Instruction, *Program Evaluation, Programing, Questionnaires, Research, Small Group Instruction, Student Attitudes, Student Teacher Relationship, Teacher Attitudes, Teacher Role, *Teaching Machines
This study evaluated the use of the Allen group teaching machines in a basic skills program (arithmetic, language arts, General Educational Development preparation) at the Federal Correctional Institution (FCI), Lompoc, California. Out of 317 eligible inmates, 172 enrolled. The evaluator interviewed inmates, teachers, and prison administrators, and collected data for comparisons between the Lompoc program and other approaches. Machines displayed the special advantage of defining the teacher role as benign and supportive. The teachers, who became primarily observers of the learning process and evaluators of programing effectiveness, have tended to receive their new role favorably. The inmates clearly preferred machines for learning facts by rote. Student grade year gains ranged from .8 (on a 20 hour verbal skills course) to 2.4 (in a 13.5 hour number facts course), with an overall mean gain of 1.4 grades for 24 hours of study. Results achieved in the FCI program seemed to compare favorably with those from other methods. Systematic dissemination of the Allen teaching machines throughout the Federal panel system was urged. (Included are educational statistics, special reports, questionnaires, and estimates of cost and personnel needs.) (LY)

ED 043 831 AC 008 627
Brecher, M. Herbert Brecher, Gerhard A.
Motor Effects from Visually Induced Disorientation in Man.
Oklahoma Univ., Oklahoma City. Medical Center.
Pub Date Nov 69
Note—10p.
Available from—National Technical Information Service, Operations Division, Springfield, Va. 22151 (AD-708-425, MF $0.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Bibliographies, *Environmental Influences, Equipment, Measurement Techniques, *Perceptual Motor Coordination, *Research, *Visual Environment
The problem of disorientation in a moving optical environment was examined. A pilot can experience egocentric disorientation if the entire visual environment moves relative to his body without a clue as to the objectives position of the airplane in respect to the ground. A simple method of measuring disorientation was devised. In this method changes in motor activity were recorded for assessing optically induced disorientation. Subjects were placed into an optokinetic drum which excluded any stationary object from view. Within the nonmoving drum each subject walked straight back and forth with open eyes. In the experimental situation the drum was rotated at various constant speeds. Subjects were requested to walk forward and backward while their walking pattern was traced. (The report includes seven references and eight tables and figures.) (Author/LY)

ED 043 832 AC 008 629
DeLuca, Joseph F. Noble, John F.
Personnel and Training Requirements for the ASR-21 Rescue Control Center.
Naval Personnel Research and Development Lab., Washington, D.C.
Report No—WRR-70-9
Pub Date Jun 70
Note—34p.
Available from—National Technical Information Service, Operations Division, Springfield, Va. 22151 (AD-709-141, MF $0.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Data Processing, *Educational Needs, Electronic Equipment, *Emergency Squad Personnel, Equipment Maintenance, Equipment Utilization, Investigations, *Military Training, Navigation, *Personnel Needs, Rescue, *Technical Education
Identifiers—United States Navy
This report covers personnel and training requirements for Rescue Control Center (RCC) twin hull submarine rescue ships (ASRs). Skills and knowledge similar to those of a sonar technician (ST-0408) and a data system technician (DS-1666) are needed to operate the special sonar set and computer based system, but no suitable Navy training facility yet exists. The small number of personnel required to operate and maintain the RCC equipment calls for use of only one cycle of initial (factory) training for the ASR-21 and ASR-22. (Two figures and nine references are included.) (LY)

ED 043 833 AC 008 630
Caro, Paul W.
Equipment-Device Task Commonality Analysis and Transfer of Training.
Human Resources Research Organization, Alexandria, Va.
Report No—HUMRRO-TR-70-7
Pub Date Jun 70
Note—39p.
Available from—National Technical Information Service, Operations Division, Springfield, Va. 22151 (AD-709-534, MF $0.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Equipment Evaluation, *Flight Training, Military Training, Program Planning, *Simulation, *Simulators, *Task Analysis, *Transfer of Training
Procedures were developed to enable training personnel systematically and objectively to determine the potential utility of training devices for teaching how to perform missions in operational rotary wing aircraft. These procedures allow comparison of task stimulus and response elements with corresponding elements in synthetic training equipment. On the basis of such information, training programs consistent with the psychological principles underlying transfer of training may be developed. (Included are three tables, types of displays and controls, and an analysis of a representative flight maneuver in the TH-13T aircraft during a tactical instrument mission.) (Author/LY)

ED 043 834 AC 008 631
Kern, Richard P. And Others
Readability, Reading Ability, and Readership.
Human Resources Research Organization, Alexandria, Va.
Pub Date Jun 70
Note—15p.
Available from—National Technical Information Service, Operations Division, Springfield, Va. 22151 (AD-709-629, MF $0.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Enlisted Men, *Instructional Materials, Intelligence, Investigations, Job Analysis, Low Ability Students, *Military Training, Occupations, *Readability, *Reading Ability, *Reading Habits, Specialists
This paper presents data describing large differences between the reading difficulty levels of printed materials used in certain military occupational specialties (MOSs) and the relatively lower reading ability levels of men assigned to these MOSs. Initial data explore the relationship between reading ability and utilization of printed materials on the job. It is suggested that the low on the job use of printed materials by these men is related to the difficulty of the reading tasks required of the reader. Finally, an approach is outlined for identifying on the job reading tasks and studying their reading skill requirements. Included are four references and four tables and figures. (Author/LY)

ED 043 835 AC 008 632
Anderson, Charles H. And Others
Officer Rank Determination by Evaluative Ratings (Order).
Army Enlisted Evaluation Center, Indianapolis, Ind.
Pub Date Jun 70
Note—52p.
Available from—National Technical Information Service, Operations Division, Springfield, Va. 22151 (AD-708-885, MF $0.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Bibliographies, Correlation, Evaluation Criteria, Factor Analysis, *Job Analysis, *Military Personnel, *Models, *Officer Personnel, *Personnel Evaluation, Predictive Validity, Rating Scales, Statistical Analysis, Status
A quantitative model has been formulated which, when used along with existing job evaluation methods, aids in determining equitable grades for most commissioned officer positions. The model applies only to the grades of lieutenant through colonel. Each rater rated 15 duty positions on four overall factors, each consisting of 14 subfactors. The four overall factors represented varying levels of organizational setting, positional responsibility and/or authority, importance to organizational mission, and skills and knowledge required for the job. (The report includes nine tables, 29 references, guidelines for rating positions, Army branches represented, criterion positions, and the rating sheet.) (Author/LY)

ED 043 836 AC 008 633
Odokara, Elijah O.
[Adult Education in Nigeria.]
Nigeria Univ., Nsukka.
Pub Date 70
Note—34p.
EDRS Price MF-$0.25 HC-$1.80

Descriptors—*Adult Vocational Education, Depressed Areas (Geographic), *Developing Nations, Educational Planning, *Family Life Education, Pilot Projects, *Rural Extension, Social Action, Social Problems, *University Extension, Young Farmer Education, Youth
Identifiers—Nigeria
Focusing on eastern Nigeria, these studies describe educational planning to combat anomia (uncertainty and despair) in war-ravaged rural areas; the role of the University of Nigeria in social action, womens education, young farmers' clubs, and other activities aimed at postwar reconstruction; a proposal for improving family life education for future homemakers as well as for mature women; and a series of community development pilot projects designed to alleviate rural poverty by offering vocational education to school leavers and unskilled industrial workers. An analysis is also made of a precolonial community in the Kalabari region, with attention to such aspects as the social and religious hierarchy, child rearing, and various forms of adult training and initiation. Two tables and 11 references are included. (LY)

ED 043 837 AC 008 634
McNulty, Nancy G.
Training Managers: The International Guide.
Pub Date 69
Note—583p.
Available from—Harper and Row, Publishers, Inc., Scranton, Pa. 18512 ($12.95)
Document Not Available from EDRS.
Descriptors—*Administrative Agencies, Continuing Education Centers, Educational Trends, Employment Level, Graduate Study, Institutes (Training Programs), Management, *Management Development, *Management Education, Professional Associations, Program Descriptions, *Reference Materials, *Teaching Methods, Universities
This international reference guide to management education and executive development programs identifies and describes all major training programs, admission requirements, participant and program descriptions, teaching methods, curricula, faculty, costs, dates, and so on. It provides information for analysis and study of the international trends in management education; and contains activities of universities, institutes, associations, intergovernmental and governmental bodies, and other groups whose training programs include participants beyond their own employees. (NL)

ED 043 838 AC 008 637
Museum Techniques in Fundamental Education.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No—ESD-17-A
Note—57p.
Available from—Unesco Publications Center, 152 West 42nd. Street, New York 36, N.Y. (Available in English or French)
EDRS Price MF-$0.25 HC-$2.95
Descriptors—*Adult Basic Education, Agriculture, Animal Science, *Audiovisual Aids, Conservation Education, *Developing Nations, *Educational Programs, Exhibits, Forestry, Handicrafts, Health Programs, Horticulture, Lighting, Maintenance, *Museums, Pictorial Stimuli, Recordkeeping, Technical Assistance, Traffic Circulation
Identifiers—India
Some museum techniques and methods can be used in fundamental educational programs without elaborate buildings or equipment; exhibitions should be based on valid presumptions and should take into account the "common sense" beliefs of people for whom the exhibit is designed. They can be used profitably in the economic development of local cultural resources, as shown in the revival of pottery manufacture in the American Indian pueblo of San Idlefonso. Exhibitions can be used to aid programs in the basic principles of contemporary science, techniques in agriculture, the development of new industry, as well as the development of public health and literacy. The scope of material which can be used for exhibition purposes is nearly inexhaustible; it should be selected for size and weight for an exhibition for fundamental education purposes should be mobile in order to reach the widest audience. Collections may be acquired by purchase, gifts, or loan; records are essential. In Mysore (India) two exhibitions were conducted by a Unesco team--one on trees and the soil in an area of little rainfall and one on market gardening. They confirmed the opinion of the great value of the audiovisual model boxes and the importance of oral explanations. (EB)

ED 043 839 AC 008 654
McGonnell, Peter C. *Morrison, Alfred E.*
Some Results of Two Basic Skills Training Programs in a Rural Setting.
Prince Edward Island NewStart, Inc., Montauge.
Pub Date Sep 70
Note—43p.
EDRS Price MF-$0.25 HC-$2.25
Descriptors—Achievement Tests, *Adult Basic Education, Changing Attitudes, Females, *Individualized Instruction, Instructional Program Divisions, Intelligence Tests, Males, *Programed Instruction, *Program Evaluation, Program Length, *Tape Recordings, Teacher Aides
Identifiers—Canada NewStart Program, Method of Intellectual Development, MIND, Prince Edward Island
The basic education program designed by Method of Intellectual Development (MIND) Inc., was used with two samples of adults in an attempt to update their basic skills quickly and economically in a non-school environment. The two samples consisted of: 23 unemployed and underemployed males; and 24 females. Ages ranged from 17-24 years. The two groups were divided into high achievers and low achievers. The MIND program was offered three hours a day for twelve weeks. There were 90 hours each for communication skills and arithmetic skills. Three qualified teachers were used as monitors for reporting and analysing, and evaluating. The Stanford Achievement Test Intermediate II Battery and the Otis Quick Scoring Mental Ability Test Gamma were given before and after instruction. In most of the learning situations, the groups made significant gains; however, the results were not of the magnitude claimed by the developers of the MIND package. Subjective data showed positive changes in the behavior and attitudes of the trainees. (PT)

ED 043 840 AC 008 670
Lobingier, John, Jr.
Business Meetings That Make Business.
Pub Date 69
Note—152p.
Available from—Collier Books, 866 Third Avenue, New York, N.Y. 10022
Document Not Available from EDRS.
Descriptors—Audiovisual Aids, Business, Committees, Conferences, *Evaluation, Hotels, *Leadership, *Meetings, *Participation, Physical Facilities, Program Planning, Public Speaking, Scheduling
This book defines initial objectives, gives post-meeting critiques, and points out steps and decisions necessary to make a success of every type of meeting ranging from small committees to large extravaganzas. It instructs on how to plan programs, incorporate audiovisual aids, deal with hotels, and make schedules work. Include d are the five basic steps in planning a meeting: decide precisely what you want to accomplish; analyze the group who will attend from whatever standpoints pertinent--interests, needs, desires, levels of knowledge, and sophistication; plan the content of the program ; plan the presentation of each part of the program; plan to implement actions begun or agreed upon at the meeting. (NL)

ED 043 841 AC 008 678
A New Direction for Wisconsin Inactive Health Personnel.
Wisconsin Univ., Madison, Univ. Extension.
Pub Date [69]
Note—64p.
EDRS Price MF-$0.50 HC-$3.30
Descriptors—Age Groups, Children, Clinical Experience, Educational Background, Health Personnel, Hospitals, Instructional Staff, *Labor Force Nonparticipants, Marital Status, Motivation, *Nurses, *Participant Characteristics, Participant Satisfaction, Part Time Jobs, *Refresher Courses, *University Extension, Working Women
Identifiers—Wisconsin University
Supported by a contract with the United States Public Health Service, the University of Wisconsin Department of Nursing, University Extension, has provided refresher courses for inactive nurses, on a state-wide basis. This is a report of a survey of enrollees in the 18 courses offered between September 1967 and December 1968. The majority of the courses were given in southeastern Wisconsin; content and format varied, depending on the needs of each community. It was found that of the 196 nurses who had taken a refresher course, 63% were working, 62% were working in hospitals, 79% were working part-time, 75% were married, and 93% had children, and most were between 40 and 49. Most of the enrollees were graduated from hospital diploma programs and one out of three had had additional education beyond the basic diploma. The largest number had been inactive from 11 to 20 years. One of ten indicated an unsatisfactory or inadequate orientation to the position they held. Their main problems in returning to work were lack of confidence, inadequate orientation or supervision, unfamiliarity with new medications and treatments, adjusting their time, and their family's adjustment. The majority felt the course met their needs; suggestions for improvement frequently related to the kind and amount of clinical practice. (EB)

ED 043 842 AC 008 679
Headlough, Warren E.
Development Police Training and Education in Florida. LEAA Grant 350 Final Project Report.
Florida Police Standards Council, Tallahassee.
Pub Date 69
Note—104p.
EDRS Price MF-$0.50 HC-$5.30
Descriptors—Associate Degrees, Curriculum, Educational Certificates, Employment Qualifications, *Inservice Education, *Junior Colleges, Law Enforcement, Management Education, Personnel Needs, *Police, *Preservice Education, Program Descriptions, State Agencies, *State Standards, Supervision, Supervisory Training, Training Objectives
Identifiers—Florida, Police Standards Act of 1967
The Florida State Standards Council was created by the Florida Police Standards Act (1967) to improve the state's training program. The adoption of mandatory 200-hour recruit training has provided a program which is meeting local needs for more and better trained law enforcement recruit personnel; there is need for the development and establishment of programs in law enforcement supervision and management. Eighteen junior colleges offer associate degree law enforcement programs; one-year certificate programs are offered by some. Representatives of junior colleges and law enforcement agencies have suggested a core of knowledge in nine law enforcement areas for structuring certificate and associate degree programs. Inservice and educational programs are needed to build and expand the framework of a total program for the state. (Appendixes include the 1967 Florida statutes, the rules of the council, and the recommended programs.) (NL)

ED 043 843 AC 008 688
Tennant, Christine S. *Longest, James W.*
Professional and Paraprofessional Role Differentiation.
Pub Date Aug 70
Note—59p.; Paper presented at the Rural Sociological Society Annual Meeting, August 1970, Washington, D.C.
EDRS Price MF-$0.50 HC-$3.05
Descriptors—Community Action, Indigenous Personnel, Interpersonal Relationship, Leadership, *Professional Personnel, *Role Conflict, *Role Perception, Social Agencies, *Social Services, *Subprofessionals, Systems Approach, Task Analysis
This paper focuses on role relationships and role conflicts between professionals and paraprofessionals and their potential effect on the efficiency of future social services. Role conflicts can develop when roles are undefined and when there are competitive versus complementary role relationships. The most productive way to approach role definition is the systems approach--determine the overall purpose of the agency; defint this purpose in terms of specific objectives needed; and identify the various methods, personnel, and facilities needed to meet these objectives. Agency activities can be subdivided into: (1) task functions (program design, work facilitation, and goal emphasis), and (2) maintenance functions (support, interaction facilitation, and

communication facilitation). There are roles within each of these functions that can be taken by both professionals and paraprofessionals, but the greatest contribution the paraprofessional can make is in closing the cultural gap between professional and client group and in setting a role model for the community. (EB)

ED 043 844 AC 008 692
Standards for the Use of the Laboratory Method.
National Training Labs. Inst. for Applied Behavioral Science, Washington, D.C.
Pub Date Oct 69
Note—18p.
EDRS Price MF-$0.25 HC-$1.00
Descriptors—Consultants, *Ethics, *Laboratory Training, *Professional Associations, Selection, *Standards, Trainees, Trainers, Values
Identifiers—National Training Laboratory Institute
The increased popularity of laboratory training and the relevance of laboratory method to the solution of human relationship problems has increased the need for people who can use the method and for setting high standards and efficient techniques. This document is devoted to the statement of the National Training Laboratory (NTL) Institute standards for its programs and members. It discusses: the purpose and values of the NTL Institute, program standards, selection of trainees, standards for trainers and consultants, and guidelines for evaluating competence. (PT)

ED 043 845 AC 008 693
Les Recherche en Education des Adultes au Canada, 1969. (Non-Degree Research in Adult Education in Canada, 1969).
Canadian Association for Adult Education, Toronto (Ontario).; Institut Canadien d'Education des Adultes, Montreal (Quebec).; Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.
Pub Date Jul 70
Note—107p.; Text in English and French
EDRS Price MF-$0.50 HC-$5.45
Descriptors—Adult Basic Education, Adult Dropouts, *Adult Education, Adult Educators, Audiovisual Aids, Community Colleges, Disadvantaged Groups, Educational Needs, Educational Radio, Evaluation, Participation, *Research, *Research Projects, Rural Areas, Testing
Identifiers—*Canada
A bilingual document summarizes 78 Canadian nondegree research studies (both completed and in progress) in adult education in 1969. Twenty-six projects were completed; they covered such subjects as educational needs, community colleges, school teachers as part time teachers of adults, audiovisual aids, leisure time, employment, educational radio, and group dynamics. The remaining 52 uncompleted projects are concerned with such areas as communication among disadvantaged adults, teaching methods, adjustment problems of low income rural adults, participation patterns, education in cooperatives, dropout characteristics, training adult basic education teachers, testing, and evaluation. Respondents (including those with no research report) are listed by geographical areas and organizations. An author and title index and a bilingual subject index are also included. (PT)

ED 043 846 AC 008 694
Bergevin, Paul McKinley, John
The Indiana Plan: A Revision and Abridgement of Design for Adult Education in the Church.
Indiana Univ., Bloomington.
Pub Date 70
Note—160p.; Monograph Series in Adult Education
Available from—Indiana University, Bureau of Studies in Adult Education, Bliimington, Indiana 47401 (no price quoted)
Document Not Available from EDRS.
Descriptors—*Adult Education, Adult Learning, Behavior Change, *Church Programs, Educational Needs, Group Experience, Individual Needs, *Laymen, Participation, *Personal Growth, Program Planning, *Religious Education, Self Expression, Trainers
Identifiers—*Indiana Plan
The Indiana Plan for Adult Religious education is a tested framework of action and training within which an effective adult education program can evolve. The plan is intended to help people in the understanding of and service to God. It aims to: stimulate adults to recognize that some of their religious education needs can be met through educational programs; assist lay people in devising and conducting educational programs to meet these needs; and encourage people to use their educational opportunities and talents actively through the church and community. The Indiana Plan develops in any church where the cooperation of the clergyman is enlisted. Groups of 12-15 persons each are trained to become a learning team. Emphasis is placed on training, freedom of expression, active individual participation, sharing in program development, voluntary learning activities, formal and informal procedures, and outward growth. The plan was found to be effective in improving interpersonal understanding and communication. (There is a bibliography and an index.) (PT)

ED 043 847 AC 008 712
Model Cities Training Program.
Tennessee Univ., Chattanooga.
Pub Date [69]
Note—26p.
EDRS Price MF-$0.25 HC-$1.40
Descriptors—Citizen Participation, Consultants, Decision Making, *Demonstration Programs, Goal Orientation, *Governing Boards, Group Unity, Planning, *Program Descriptions, Role Perception, Seminars, *Training, University Extension, *Urban Renewal
Identifiers—Chattanooga (Tennessee), *Model Cities
The Model Cities Training Program, the first in the country, is a 10-session course to be conducted in seminar form under the direction of the University of Tennessee at Chattanooga. The objective is to enable the 50 members of the Community Development Administration Board of Directors to: acquire knowledge of the structure of the Model Cities organization and the objectives of the program; develop an awareness of the decision-making process; and to establish and maintain a spirit of teamwork among board members so that they can make decisions based on a commitment to organizational goals without losing their identity and ties within the community. Funding has been provided under Title I of the Higher Education Act; there is no compensation for attending but reinbursements will be made for expenses (child care, food, transportation). Evaluation of attitudinal changes, retention and scope of factual materials presented, and progress in decision making and problem solving will be made. (Appendixes include the schedules for the 10 Saturday seminars. See AC 008 713 for evaluation report.) (EB)

ED 043 848 AC 008 713
Hyder, Charles M.
Model Cities Training Program. Evaluation Report.
Tennessee Univ., Chattanooga.
Pub Date 69
Note—32p.
EDRS Price MF-$0.25 HC-$1.70
Descriptors—Consultants, Decision Making, *Demonstration Programs, Goal Orientation, *Governing Boards, Group Unity, Participant Satisfaction, Planning, *Program Evaluation, Questionnaires, Seminars, *Training, University Extension, *Urban Renewal
Identifiers—Chattanooga (Tennessee), *Model Cities
The University of Tennessee at Chattanooga ran a demonstration Model Cities Training Program to enable the 50 members of the Community Development Administration Board to function as a cohesive administrative body. Seminars were held on 10 Saturdays in the fall of 1969; large and small group sessions were held and participants had time to interact informally with other participants, consultants, or staff members. Ten consultants discussed the philosophy, practice, organization, planning concepts, and financing of the Model Cities Program and decision making, citizen participation, role of the board, and problem solving and group interaction. The participants felt that the training program had created a feeling of group solidarity and cohesiveness; small group discussion was particularly helpful. They felt they had acquired valuable knowledge of the structure of the Model Cities organization and had developed an awareness of the decision making process. They suggested that materials should be distributed prior to the seminar and that the inputs of the consultants should be recorded for further use. (Appendixes include the survey instrument, a list of board members, visiting consultants, and staff members. See AC 008 712 for a description of the program.) (EB)

ED 043 849 24 AC 008 719
Drake, William E. Peirce, Harry E.
Development and Evaluation of Farm Management Instructional Units for Young Adult Farmer Education. Final Report.
State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-B-097
Pub Date Aug 69
Grant—OEG-2-9-420097-1004(010)
Note—180p.
EDRS Price MF-$0.75 HC-$9.10
Descriptors—*Adult Educators, Age Differences, Bibliographies, Control Groups, Decision Making, Educational Background, *Educational Methods, Experience, Experimental Groups, *Farm Management, Inservice Education, Marital Status, Multiple Choice Tests, *Participant Characteristics, Research, Status, *Young Farmer Education
This study developed and field tested instructional units designed to help young adult farmers use farm management principles in decision making. Relationships were also sought between farmers' personal characteristics and their posttest scores. Ten teachers of vocational agriculture (Group A) received inservice training in using the instructional units; nine (Group B) received printed instructions but no training. A control group of nine teachers was also used. The units dealt with the relationship of goals to decision making, the principle of diminishing returns, fixed and variable costs, substitution, opportunity costs, and profitable enterprise combinations. A multiple choice posttest measured the farmers' understanding. Special questionnaires were used to determine the backgrounds and reactions of the farmers and their teachers. Prepared instructional units proved more effective than traditional methods. Group A slightly surpassed Group B, which in turn surpassed the control group. Young adult farmers' managerial and marital status, educational background, age and experience, and (for experimental subjects) the number of farm management meetings attended, were related to posttest scores. Teachers and students reacted favorably to most aspects of the instructional units. (LY)

ED 043 850 AC 008 726
Thomas, Myra H., Comp. And Others
Books Related to Adult Basic Education and Teaching English to Speakers of Other Languages.
National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No—OE-13039
Pub Date 70
Note—25p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.213:13039 $0.30)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—*Adult Basic Education, *Bibliographies, *English (Second Language), *Resource Materials, *Textbooks
Identifiers—Educational Materials Center
This is a two-part bibliography of recently received textbooks and professional resources in the Educational Materials Center. The bibliography on adult basic education lists publications received between September 1968 and May 1970 for teaching adults the first essential skills of reading, writing, arithmetic, community living, and citizenship. Only materials specifically developed for adult basic education are included. Performance levels of materials listed range from 0 through seventh or eighth grade; however, seventh and eighth grade materials are included only if they are part of a sequential program beginning within the elementary grade range. All materials related to teaching English to speakers of other languages published in the United States since 1965 and received ... the Center through April 1970 are included in the second part of the bibliography. (EB)

ED 043 851 AC 008 737
Retraining Programs for Women Chemists.

American Chemical Society, Washington, D.C.
Note—7p.
EDRS Price MF-$0.25 HC-$0.45
Descriptors—*Chemistry, *Colleges, *Females, Graduate Study, *Professional Continuing Education, Program Descriptions, Skill Obsolescence, *Universities

Information is presented on existing retraining programs for women in chemistry, listed alphabetically by state. Data are included on a few institutions that do not have special programs in chemistry but do stress retraining for women. Included are 11 colleges and universities, with a brief description of the program offered, information on scheduling, costs, residence requirements, financial aid, and provision for part time as well as full time study, and sources for further information. (EB)

AL

ED 043 852 AL 002 522
Weber, Rose-Marie
Linguistics and Reading.
Center for Applied Linguistics, Washington, D.C. ERIC Clearinghouse for Linguistics.
Pub Date May 70
Note—32p.
EDRS Price MF-$0.25 HC-$1.70
Descriptors—Bibliographies, Bilingual Students, Child Language, English (Second Language), Language Styles, Linguistic Competence, *Linguistics, Psycholinguistics, *Reading, *Reading Development, Reading Failure, *Reading Instruction, Regional Dialects, Social Dialects, Sociolinguistics, Spelling

This paper surveys the principles and findings from the field of linguistics that have been brought to bear on questions dealing with learning to read, the analysis of the reading process, and the sources of reading failure. It is intended to guide the reader through the significant areas in the literature and to note specific works. Section 1 presents the trends in the rapidly changing field of linguistics; Section 2 describes the rationale for the "linguistic method, " which represents only one approach that might be derived from linguistics. Sections 3 and 4 deal with areas that have only distant implications for classroom practice, but which can contribute to greater understanding of how the reading process is learned and carried out; the language competence of beginning readers and the relationship between spoken and written language. Section 5 gives examples of how such linguistic considerations have been applied in analyzing the process of reading and learning to read. Section 6 deals with regional and social variation in the English spoken by American children and touches on all the topics treated in earlier sections: the relation between spoken and written English, the possible effects of mismatch between the two on learning to read, and suggestions for educational practice to deal with these problems. Section 7 discusses problems of non-English speaking children. (Author/AMM)

ED 043 853 AL 002 560
Tarone, Elaine
A Selected Annotated Bibliography on Social Dialects, for Teachers of Speech and English.
Washington Univ., Seattle.
Report No—Ref-Ser-C-404
Pub Date [70]
Note—41p.
EDRS Price MF-$0.25 HC-$2.15
Descriptors—*Annotated Bibliographies, College Instruction, Cultural Differences, Cultural Factors, Disadvantaged Youth, Instructional Materials, *Negro Dialects, Nonstandard Dialects, Secondary Education, *Social Dialects, *Sociolinguistics, Speech Instruction, *Teml

This bibliography is designed to be used by teachers who need some background in the nature of "social dialects," who wish to keep abreast of the results of recent research in sociolinguistics, and who are looking for materials for use in the classroom. The emphasis of this bibliography is on Black English (BE) as compared with "Standard American" English (SE), but is not wholly restricted to that subject. In choosing items for inclusion, priority was given to those dealing most directly with the teaching of high school and college students, brsic sociolinguistic research, analyses of BE and SE systems, and other data which might be useful to the secondary or college-level teacher in compiling teaching materials. Priority is also given to more recent work, particularly in terms of reporting of recent research in the area. Book reviews have not been included. (Author/AMM)

ED 043 854 AL 002 561
A Survey of the Portuguese Language, Luso-Brazilian and Latin American Area Studies in Institutions of Higher Learning in the United States.
Brazilian American Cultural Inst., Washington, D.C.
Pub Date May 70
Note—110p.
EDRS Price MF-$0.50 HC-$5.60
Descriptors—*Area Studies, Language and Area Centers, *Latin American Culture, *Luso Brazilian Culture, *Portuguese, *Surveys, Universities

This survey of Luso-Brazilian and Latin American Studies which include Brazil and which are currently available in institutions of higher learning in the United States is the fourth survey of its kind undertaken by the Brazilian Embassy and the Brazilian American Cultural Institute. Universities surveyed are listed by state; courses of study are listed with the names of department members in charge. Institution and name indexes conclude the volume. Notice of changes or suggestions concerning this publication are solicited from the readers. (AMM)

ED 043 855 AL 002 565
Goodwin, Sara Hall
Adult Basic Education Project, El Centro Hispano. Annual Report 1969-70.
Council for Spanish Speaking Adult Basic Education, Milwaukee, Wisc.
Pub Date 70
Note—53p.
Available from—Council for Spanish Speaking Adult Basic Education, 528 West National Avenue, Milwaukee, Wisconsin 53204
Document Not Available from EDRS.
Descriptors—*Adult Basic Education, Annotated Bibliographies, *English (Second Language), Instructional Materials, *Language Instruction, *Language Programs, *Spanish Speaking, Student Attitudes, Student Motivation, Teacher Education

This yearly report of El Centro Hispano Adult Basic Education Project in Milwaukee discusses student successes and accomplishments, innovative projects, cooperation with agencies, teacher education activities, major problems, and instructional materials. Appended are a list of staff, statistical reports, and reproductions of letters composed by the students. [Not available in microfiche or hardcopy due to marginal legibility of original document.] (AMM)

ED 043 856 AL 002 566
Crymes, Ruth
A Textbook for Students of English as a Second Language: An Attempt to Separate Practice in Language Use from Manipulative Exercises Aimed to Give Insights into How Language Works, with the Hope That the Exercises Will Indirectly Facilitate the Practice.
Hawaii Univ., Honolulu. Dept. of Linguistics.
Pub Date Jul 70
Note—40p.; Offprint from "Working Papers in Linguistics," v2 n6 July, 1970. Preliminary version
EDRS Price MF-$0.25 HC-$2.10
Descriptors—Advanced Students, *English (Second Language), *Instructional Materials, Linguistic Theory, *Nominals, Pattern Drills (Language), Second Language Learning, Syntax, *Teaching Methods, *Textbook Preparation

The present document comprises a preliminary version of the introductory section and the appendix of a forthcoming ESL textbook, "Developing Fluency in English," by R. Crymes, G. James, L. Smith, and H. Taylor. The book was test taught during 1969-70 in the English Language Institute of the University of Hawaii, and an analysis of the findings is now in progress. The text is designed to help high intermediate and advanced students of English as a second language improve their fluency in English through two avenues: (1) practice in listening and speaking in informal situations, where emphasis is on what is said, and (2) exercises incorporating systematic presentation of one aspect of English sentence embedding, which will help the students internalize some of the system of English syntax. (AMM)

ED 043 857 AL 002 567
Bailey, Charles-James N.
Black English.
Hawaii Univ., Honolulu. Dept. of Linguistics.
Pub Date [70]
Note—22p.; Appeared in "Working Papers in Linguistics," v2 n6 July 1970
EDRS Price MF-$0.25 HC-$1.20
Descriptors—Child Language, *Dialect Studies, Grammar, Gullah, Language Styles, *Negro Dialects, Phonology, Social Attitudes, *Sociolinguistics, *Teml

This paper, presented as part of a military lecture series given by the Division of Continuing Education and Community Service Speakers' Bureau of the University of Hawaii to military personnel at Schofield Barracks and Fort Shafter, investigates the origins and present status of Black English. A discussion of early studies in the Gullah dialect (spoken chiefly in Georgia and South Carolina) is used to point out that Gullah, or any other speech, does not have a "mutilated grammar," does not "violate the rules of logic," and does have rules other than following the "line of least resistance." Linguists accept without question the equality of linguistic talents among children of all races. Techniques for obtaining samples of natural speech and for testing the language ability of Black ghetto children have been based on misconceptions of language and language usage. The author argues against Bereiter's assumptions concerning the "underdeveloped" language of culturally deprived children and contrasts these assumptions with those of Labov, Stewart, Fasold, and others. He examines attitudes toward language and states that schools could help human relations greatly by making students aware of such linguistic phenomenon as different levels of speech usage, which do not necessarily coincide or have the same implications among speakers of different backgrounds. (AMM)

ED 043 858 AL 002 570
Matteson, Esther, Ed.
Bolivian Indian Grammars: I and II. Summer Institute of Linguistics Publications in Linguistics and Related Fields.
Oklahoma Univ., Norman. Summer Inst. of Linguistics.
Report No—Pub-No-16
Pub Date May 67
Note—767p.; 2vols
Available from—University Book Exchange, University of Oklahoma, Norman, Oklahoma 73069
Document Not Available from EDRS.
Descriptors—*American Indian Languages, Bibliographies, *Grammar, Nominals, Phonemic Alphabets, Quechua, Sentences, *Tagmemic Analysis, Verbs
Identifiers—Baure, *Bolivia, Chacobo, Eseejja, Guarani, Ignaciano, Itonama, Movima, Siriono, Tacana

Ten grammars of indigenous Bolivian languages are presented in these two volumes of Bolivian Indian Grammars. The data were gathered and analyzed by members of the Bolivian Branch of the Summer Institute of Linguistics, which has carried on linguistic investigations in Bolivia since 1955. The grammars are presented in the tagmemic model of Pike with adaptation of the matrices and syntax paradigms developed by him, as well as the basic concepts which characterize the tagmemic model (described in the Introduction). Volume One contains the grammars of Baure, Ignaciano, Tacana, Eseejja, and Chacobo; Volume Two contains the grammars of Quechua, Guarani, Siriono, Otonama, and Movima. Short bibliographies follow each language section. (AMM)

ED 043 859 AL 002 571
Robinson, Dow F.
Manual for Bilingual Dictionaries. Textbook, Word List A-L, and Word List LL-Z.
Summer Inst. of Linguistics, Santa Ana, Calif.
Pub Date 69
Note—676p.; 3vols
Available from—Summer Institute of Linguistics, P.O. Box 1960, Santa Ana, California 92702
Document Not Available from EDRS.

Descriptors—*Dictionaries, English, *Lexicography, *Material Development, Morphology (Languages), Spanish, *Word Lists
Identifiers—*Illustrative Sentences
Volume One of this handbook for the preparation of bilingual dictionaries deals with (1) the purpose and structure of the bilingual dictionary for which this manual is designed; (2) the grammatical form of a main entry; (3) the grammatical designation of vernacular entries; (4) gloss in Spanish and vernacular; (5) sense discriminations; (6) illustrative sentences; (7) sub-entries; (8) constructing entries; (9) appendices; (10) lexicon; (11) stages in dictionary making; (12) the Spanish side of the bilingual dictionary; and (13) loan words from the national language. Volume One concludes with a bibliography of books and articles of interest to those involved in dictionary making. Volume Two, in two parts, presents a list of 5,000 common Mexico Spanish words with illustrative sentences for inclusion in a bilingual dictionary. (AMM)

ED 043 860 AL 002 574
Waterhouse, Viola G., Ed.
Phonemic Systems of Colombian Languages. Summer Institute of Linguistics Publications in Linguistics and Related Fields.
Oklahoma Univ., Norman. Summer Inst. of Linguistics.
Report No—Pub-No-14
Pub Date May 67
Note—98p.
Available from—University Book Exchange, University of Oklahoma, Norman, Oklahoma 73079($1.50)
Document Not Available from EDRS.
Descriptors—*American Indian Languages, Consonants, Morphophonemics, Multilingualism, *Phonemics, Suprasegmentals, Vowels
Identifiers—Camsa, *Colombian Languages, Guahibo, Guajiro, Guanano, Muinane, Tucano, Yucuna
This volume is composed of preliminary phonological statements of seven indigenous languages of Colombia, South America. The studies, prepared in a 1965 field seminar in Lomalinda, Colombia, are data oriented and follow a common format for easy comparison. Titles and authors are: (1) "Phonemic System of Tucano," by Birdie West and Betty Welch; (2) "Guanano Phonemics," by Nathan and Carolyn Waltz; (3) "Phonemes of Muinane," by James and Janice Walton; (4) "Guajiro Phonemes," by Richard Mansen; (5) "Yucuna Phonemics," by Stanley and Junia Schauer; (6) "Camsa Phonology," by Linda Howard; and (7) "Guahibo Phonemes," by Victor and Riena Kondo. The specific characteristics of each language are presented in a brief note before each paper. (AMM)

ED 043 861 AL 002 575
Reid, Aileen A. And Others
Totonac: From Clause to Discourse. Summer Institute of Linguistics Publications in Linguistics and Related Fields.
Oklahoma Univ., Norman. Summer Inst. of Linguistics.
Report No—Pub-No-17
Pub Date Oct 68
Note—185p.
Available from—University Book Exchange, University of Oklahoma, Norman, Oklahoma 73069
Document Not Available from EDRS.
Descriptors—*American Indian Languages, *Discourse Analysis, *Grammar, Paragraphs, Sentences, *Tagmemic Analysis, Verbs
Identifiers—*Totonac
Intended to contribute toward the understanding of paragraph and discourse structure, this study is based on the Totonac language as it comprises the "most extensive and involved system of clauses" seen by the authors and because the generation of the 396 verbal types of this system from a kernel of 11 types is "very symmetric and regular." The following features are noted: (1) contrasting types of paragraph and discourse structure are presented on both levels; (2) each type is represented in a formula; (3) types are shown to comprise systems; (4) tree structures are given for individual examples of the various types; and (5) in all these respects, paragraph and discourse are shown to be fundamentally no different from sentence, clause, phrase, or even word levels. A rationale of the present description is given in the Introduction. Sections deal with clause, sentence, paragraph, and discourse structure. Appended are a pronominal-tense system of the Totonac verb, and lists of abbreviations and clause types. Charts and tree diagrams are included. (AMM)

ED 043 862 AL 002 576
Loos, Eugene Emil
The Phonology of Capanahua and Its Grammatical Basis. Summer Institute of Linguistics Publications in Linguistics and Related Fields.
Oklahoma Univ., Norman. Summer Inst. of Linguistics.
Report No—Pub-No-20
Pub Date Aug 69
Note—233p.; Ph. D. dissertation, University of Texas, Austin, August, 1967
Available from—University Book Exchange, University of Oklahoma, Norman, Oklahoma 73069
Document Not Available from EDRS.
Descriptors—*American Indian Languages, Distinctive Features, *Language Universals, Morphology (Languages), Morphophonemics, *Phonology, Phrase Structure, Suprasegmentals, *Transformation Generative Grammar
Identifiers—*Capanahua
This generative-transformational model of Capanahua phonology aims (1) to make available to linguistic science data analyzed from the point of view of an explanatory, unified theory of language; and (2) to test some conclusions suggested by those data, with respect to language universals. Chapters treat phrase structure rules, transformational rules, the phonological features, morpheme structure rules, morphophonemic rules, and stress and pitch rules. A summary, sample lexicon, and bibliography conclude this work. (AMM)

ED 043 863 AL 002 577
Robinson, Dow F., Ed.
Aztec Studies I. Phonological and Grammatical Studies in Modern Nahuatl Dialects. Summer Institute of Linguistics Publications in Linguistics and Related Fields.
Oklahoma Univ., Norman. Summer Inst. of Linguistics.
Report No—Pub-No-19
Pub Date 69
Note—74p.
Available from—University Book Exchange, University of Oklahoma, Norman, Oklahoma 73069
Document Not Available from EDRS.
Descriptors—*Dialect Studies, *Grammar, Phonemes, *Phonology, Syllables, Tagmemic Analysis, *Uto Aztecan Languages, Verbs, Vowels
Identifiers—*Nahuatl
The articles presented in this study represent four of the seven Nahuatl dialects in which the Summer Institute of Linguistics workers are currently involved. Tentative conclusions from the dialect testing teams engaged in measuring degree of intelligibility between Nahuatl dialects suggest that almost a dozen mutually unintelligible Nahuatl areas of speech must be dealt with separately and seriously. In addition to defining dialects for the purpose of preparing literacy materials and Bible translation for indigenous peoples, publishing sets of articles on related dialects of one language family provides the raw materials for a pan-Nahuatl grammar based on "-competence," not simply on "performance." Contents are: "Isthmus Veracruz (Mecayapan) Nahuat Laryngeals," by C. Wolgemuth; "Puebla (Sierra) Nahuat Prosodies," by D. F. Robinson; "Morelos (Tetelcingo) Nahuatl Verb Stem Constructions," by F. Brewer; and "Michoacan (Pomaro) Nahual Clause Structure," by D. F. Robinson and W. R. Sischo. (AMM)

ED 043 864 24 AL 002 578
Lee, Laura L.
Developmental Sentence Scoring: A Method of Quantifying the Development of Syntax and Morphology in Children's Language. Final Report.
Northwestern Univ., Evanston, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-E-018
Pub Date Jul 70
Grant—OEG-5-9-23508-0033 (010)
Note—26p.
EDRS Price MF-$0.25 HC-$1.40
Descriptors—*Child Language, Evaluation Methods, *Grammar, Language Development, *Psycholinguistics, *Speech Evaluation, Speech Handicapped, *Speech Pathology, Standard Spoken Usage, Statistical Analysis, Tape Recordings, Transformations (Language)
Identifiers—*Developmental Sentence Scoring
The objectives of the research reported here were (1) to develop and test the Developmental Sentence Scoring (DSS) technique, a method for quantifying the increasing use of syntactic and morphological structures in the spontaneous speech of children between the ages of three and seven, (2) to establish age norms for syntactic and morphological mastery against which the spontaneous speech of atypical children could be compared, (3) to evaluate a procedure for obtaining a reliable sample of children's spontaneous speech which could be easily used in a school or clinical setting, and (4) to provide information on the normal developmental order of grammatical structures, which could be a guideline for remedial training of children with language problems. The author feels that the DSS technique would be appropriate in establishing accurate baselines for research in language development and in comparing the relative effectiveness of various teaching methods. Its particular value is seen to lie in the fact that it, in contrast to other approaches, assesses the "end product" of language learning, the child's actual performance in verbal communication with the adult world. (Author/FWB)

ED 043 865 AL 002 580
Wilson, Edward F.
The Ojebway Language: A Manual for Missionaries and Others Employed Among the Ojebway Indians.
Department of Indian Affairs and Northern Development, Ottawa (Ontario).
Pub Date [70]
Note—412p.; Reprint of original edition printed by Rowsell and Hutchison, for the Venerable Society for Promoting Christian Knowledge, London (n.d.)
Available from—Canadian Department of Indian Affairs and Northern Development, 1849 Yonge Street, Toronto 7, Canada
Document Not Available from EDRS.
Descriptors—American Indian Languages, *Dictionaries, *Instructional Materials, *Language Instruction, Nominals, *Ojibwa, *Traditional Grammar, Translation, Verbs
This three-part volume, originally published in 1874 (?) and reprinted at the request of the Department of Indian Affairs and Northern Development in Toronto, is a typical traditional presentation of the language of the Ojibwa Indians (spelled here "Ojebway" and sometimes referred to as "Chippewa"). The parts of speech (nine) are presented in lists and paradigms in Part I. Exercises for the student, of the grammar-translation type, are presented in Part II. Part III consists of an English/OJibwa dictionary. (AMM)

ED 043 866 AL 002 600
Pulliam, Robert
The Mechanical Recognition of Speech: Prospects for Use in the Teaching of Languages.
Center for Applied Linguistics, Washington, D.C. ERIC Clearinghouse for Linguistics.
Report No—SR-5
Pub Date Nov 70
Note—21p.
Journal Cit—Bulletin of the ERIC Clearinghouse for Linguistics; n18 p1-7 Nov 70
EDRS Price MF-$0.25 HC-$1.15
Descriptors—Acoustic Phonetics, *Auditory Discrimination, *Computer Assisted Instruction, *Educational Technology, *Language Instruction, Language Laboratories, *Pronunciation Instruction, Teacher Role, Teaching Machines
Identifiers—*Automatic Speech Recognition
This paper begins with a brief account of the development of automatic speech recogniton (ASR) and then proceeds to an examination of ASR systems typical of the kind now in operation. It is stressed that such systems, although highly developed, do not recognize speech in the same sense as the human being does, and that they can not deal with a continuous random stream of speech but rather with segments of the length of a short sentence, selected from among up to a hundred possible choices. The use of ASR in educational technology is seen as inevitable since it will make it possible for a teaching

machine to recognize and evaluate a student's spoken response, and the importance of this development in vitalizing present educational technology is discussed at some length. Finally a hierarchy of achievable strategies for the use of ASR in teaching are examined, ranging from simple to sophisticated. Discussed are: sound/no sound discrimination, gross evaluation of utterance, gross approximation of choice, determination of acceptable pronunciation, diagnostic evaluation of pronunciation, and multiple choice drills. The author believes that teachers should welcome developments in ASR and help to participate in the development of education technology for language teaching. (FWB)

ED 043 867 AL 002 601
Cazden, Courtney B.
Language in Early Childhood and Reading: A Review for 1969/70.
Center for Applied Linguistics, Washington, D.C. ERIC Clearinghouse for Linguistics.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date May 70
Note—49p.
EDRS Price MF-$0.25 HC-$2.55
Descriptors—Bibliographies, *Child Language, Cross Cultural Studies, *Early Childhood Education, Individual Needs, Interaction, *Language Development, Language Tests, Linguistic Competence, Oral Expression, Phonology, Program Effectiveness, *Reading, Reading Materials, *Research Reviews (Publications), Semantics, Syntax, Televised Instruction
This publication reviews significant research in 1969 in the field of oral language in early childhood and reading. In general the paper discusses only those areas where these three topics intersect; thus detailed treatment is given only to language in early childhood education and language in relation to reading. Initial comments deal with research on language development itself. Part 1, "Language Development," deals with knowledge about language use, cross-cultural research, and adult-child interaction. Part 2, "Early Child Education," discusses classroom interaction, program effectiveness, assumptions about language, tests, and teaching via television. Part 3, "Language and Reading," considers phonological competence, syntactic and semantic competence, and the problem of matching reading materials to the child. An eight page bibliography listing all the works referred to in the body of the paper is appended. (FWB)

ED 043 868 AL 002 602
Pietrzyk, Alfred, Ed. Roberts, A. Hood, Ed.
An Inventory of Information Services in the Language Sciences. LINCS Project Document Series.
Center for Applied Linguistics, Washington, D.C. Language Information Network and Clearinghouse System.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—LINCS-6-69
Pub Date Jan 69
Note—140p.
EDRS Price MF-$0.75 HC-$7.10
Descriptors—*Information Centers, *Information Services, *Linguistics, *Surveys
This inventory of information centers and service centers in the language sciences was compiled by the project staff of the LINCS program at the Center for Applied Linguistics during the period 1966-1968, and it is planned to update the listing in the near future. Eighty-four centers in all parts of the world are listed. Each entry contains the name of the center, its address, and a statement of its activities, including a listing of its publications. (FWB)

ED 043 869 AL 002 603
Levy, Mary M. Griffith, Belver C.
Information Flow in the Language Sciences: An Exploratory Case Study of the Washington, D.C. Area. LINCS Project Document Series.
Center for Applied Linguistics, Washington, D.C. Language Information Network and Clearinghouse System.
Spons Agency—National Science Foundation, Washington, D.C. Office of Economic and Manpower Studies.
Report No—LINCS-12-69
Pub Date Dec 69
Note—109p.
EDRS Price MF-$0.50 HC-$5.55
Descriptors—*Information Dissemination, Interviews, *Linguistics, *Occupational Surveys, Periodicals, *Professional Personnel, Questionnaires, Tables (Data)
This report is a case study of communication in the language sciences in the Washington, D.C. metropolitan area. The areas of investigation were: (1) the professional characteristics of the people working in the language sciences, their major fields, academic background, and professional activities; (2) the types of information desired by language professionals, the sources consulted, the problems encountered in obtaining needed information, and the role of the various channels of information in the processing of information exchange; (3) the relationship among different areas in the language sciences in terms of the flow of information and overlap of subject-matter interests. The two principal components of the study were a questionnaire survey designed to obtain general data on the community of language professionals, and a series of interviews designed to explore the individual's use of information in his work setting. For the purposes of the study subjects were divided by major field into linguists, foreign language specialists, and professionals in other fields, and results revealed that respondents from these three different groups have different patterns of professional characteristics and activities. Much of the information obtained from the study is displayed in tabular form. The questionnaire form and the interview schedule are appended. (Author/FWB)

ED 043 870 AL 002 604
Dunlop, Ian
Practical Techniques in the Teaching of Oral English. Volumes 1 and 2.
Pub Date 70
Note—409p.; 2vols
Available from—Almqvist & Wiksell Forlag AB, Stockholm, Sweden
Document Not Available from EDRS.
Descriptors—*English (Second Language), Instructional Aids, *Instructional Materials, *Language Instruction, Literature, Oral English, *Teaching Guides, Teaching Methods, *Teaching Techniques, Writing Exercises
The techniques in this two-volume book are those developed by the author during the past 12 years at the British Centre in Stockholm. Volume 1 contains descriptions of the various techniques of teaching oral English; Volume 2 gives examples of the actual teaching material used to show how these techniques work in practice. The second volume, printed separately for facility in reference, should be consulted in conjunction with the reading of the first volume. These two volumes are designed to help new teachers of English as a foreign language by not only discussing how to teach English to foreigners but also by showing in concrete form what lesson notes and materials are suited to this purpose. Included in the chapter topics are: linguistics, language, learning and teaching; principles of language teaching; teaching adults and beginners; teaching grammar, dialogues, vocabulary, conversation, games and songs, and literature; programmed learning; and instructional aids. (AMM)

ED 043 871 AL 002 605
Finocchiaro, Mary
Education of Puerto Ricans on the Mainland: Overcoming the Communication Barrier.
Pub Date 21 Oct 70
Note—14p.; Paper delivered at the Conference on the Education of Puerto Rican Children on the Mainland, October 18-21, 1970, San Juan, P.R.
EDRS Price MF-$0.25 HC-$0.80
Descriptors—*Bilingual Students, Communication Problems, *English (Second Language), Grammar, Individual Differences, *Learning Difficulties, Listening Skills, Pronunciation Instruction, *Puerto Ricans, Second Language Learning, Speech Skills, *Teacher Role
The complexity of the problems concerning the teaching of English to Puerto Ricans in the United States has rarely been fully appreciated. The author discusses some factors involved: (1) Learners may be admitted to school at any age and placed in advanced grades with their age peers; (2) Some older learners may be functionally illiterate in their own language; (3) Learners may or may not have had some previous English instruction; (4) They may enter school at any time during the semester; (5) Their schooling may be broken frequently; (6) Many live in Spanish language enclaves; (7) Language skills must be developed so that the learners may talk and write about themselves and be able to participate as quickly as possible in the total school program; (8) Learners may experience anomie if forced to function in English before they are ready; and (9) Efforts to resolve cultural conflicts may dampen the learner's desire to communicate in English. There is no one best way, the author stresses, for all students in all situations. Whatever the approach, the teaching of any feature of English should proceed sequentially. These steps, and suggestions for the teacher and administrator, are outlined briefly. (AMM)

ED 043 872 AL 002 606
Buck, James H.
The Influence of Sanskrit on the Japanese Sound Systems.
Pub Date Apr 70
Note—8p.; Presented at the Southeastern Conference on Linguistics, University of North Carolina, April 17-18, 1970
EDRS Price MF-$0.25 HC-$0.50
Descriptors—Contrastive Linguistics, *Diachronic Linguistics, *Japanese, *Phonology, *Sanskrit, *Writing
The Japanese syllabary of today would probably not exist in its present arrangement had it not been for Sanskrit studies in Japan. Scholars of ancient Japan extracted from the Devanagari those sounds which corresponded to sounds in Japanese and arranged the Japanese syllabary in the devanagari order. First appearing in a document dated 1204, this arrangement has been fixed since the 17th century. This arrangement was most convenient for the study of Sanskrit and was later applied by scholars of the history of the Japanese language. It was a convenient means to order information and perhaps, even, its early use has a parallel in the earliest English dictionaries which were arranged according to our present alphabet, but whose major purpose was the study of a foreign language. For the English, it was Latin; for the Japanese, it was Sanskrit. (Author/AMM)

ED 043 873 AL 002 608
McKaughan, Howard Mirikitani, Leatrice
A Report on Language Materials Development for Seven Philippine Languages.
Hawaii Univ., Honolulu.
Spons Agency—Peace Corps (Dept. of State), Washington, D.C.
Pub Date Jul 70
Note—49p.; Appeared in "Working Papers in Linguistics," v2 n6 July 1970
EDRS Price MF-$0.25 HC-$2.55
Descriptors—Bikol, Cebuano, *Conversational Language Courses, Dictionaries, Grammar, *Indonesian Languages, *Instructional Materials, *Language Instruction, *Material Development, Projects, Tagalog, Teaching Methods
Identifiers—Hiligaynon, Ilocano, Kapampangan, Pangasinan, *Philippine Languages
This report, a follow up to H. McKaughan's article "Language Materials Development" (Philippine Journal for Language Teaching; v2 n1-2 1969), reports on a project at the Pacific and Asian Linguistic Institute (PALI) of the University of Hawaii to develop a set of materials for seven Philippine languages: Bikol, Cebuano, Hiligaynon, Ilokano, Kapampangan, Pangasinan, and Tagalog. The following materials were developed for each of the languages: (1) lessons for about 300 hours of intensive conversational classroom instruction; (2) a reference grammar suitable for the layman, presenting the structure in concise form; (3) a learner's dictionary. The materials are intended both for classroom use and for self help after the intensive course has been completed. Materials were developed under the general rationale provided by the project director, but individual authors were allowed to exercise independent judgment in the development of specific materials. This report indicates the authors and titles of the specific materials developed and then presents the introduction to the Kapampangan text with a sample lesson, in order to illustrate the pedagogical approach used for the teaching of one of the languages. These materials are not presently available to the public but the entire set is eventually to appear in the Pali Language Text Series (University of Hawaii Press). (FWB)

ED 043 874 AL 002 609
Wu, C. K. And Others
Spoken Chinese Exercises.
Chinese Language Research Association, Monterey, Calif.
Pub Date 70
Note—145p. DESC;*Chinese; *Language Instruction; *Instructional Materials; *Pattern Drills (Language); Transformations (Language); Romanization; Audiolingual Methods; Supplementary Textbooks
Available from—Chinese Language Research Association, P.O. Box 5764, Presidio, Monterey, Calif. 93940 ($1.25)
Document Not Available from EDRS.
This book, compiled by six practicing teachers of Chinese, is designed to provide supplementary work for regular textbooks such as "Speak Chinese," "Speak Mandarin," and "Modern Chinese," and hopefully to help the teacher to avoid the monotony and boredom of much drill practice by providing a greater variety of material for drill purposes. It contains 24 lessons, each designed to last two hours, one hour being dedicated to vocabulary drills and the other to pattern drills. Drills are of several types: transformation, substitution, expansion, integration, replacement, and rejoinder. Drill materials are presented in a romanized form of Chinese. English translation equivalents for words and phrases to be used in the drills are given at the beginning of each lesson, and drill directions, occasional grammatical explanations and introductory materials are given in English as well. (FWB)

ED 043 875 AL 002 610
Scovel, Tom
Cerebral Dominance, Language Acquisition, and Foreign Accents.
Central Michigan Univ., Mount Pleasant.
Pub Date Oct 69
Note—11p.; Paper delivered at the Michigan Linguistic Society Meeting, October 4, 1969, Mt. Pleasant, Michigan
Available from—Dr. David Lawton, 230 Anspach Hall, Central Michigan University, Mt. Pleasant, Mich. 48858 ($1.00 per copy)
Journal Cit—Michigan Linguistic Society; v1 n1 Oct 1969
Document Not Available from EDRS.
Descriptors—*Cerebral Dominance, *Child Language, *Interference (Language Learning), Language Instruction, Language Skills, Learning Theories, Phonology, Pronunciation, *Psycholinguistics, *Second Language Learning
Implicit in the discussion of views taken by Wolfe, Geschwind, and Newmark is a claim that no learning theory based solely on "nurture" can account for the fact that language acquisition in childhood is a trait, in adulthood a skill. The child can master the language system completely, regardless of his intellectual capacity or his social environment, whereas an adult is unable to master at least the sound patterns of a language system completely. There are many adults who are more skilled at language learning than others, and many environments seem more conducive to language learning than others. In this sense, proponents of nurture theories are correct. There is, however, a distinction made between the complete ability of all children to acquire language (a trait), and the varying abilities of adults to master a language (a skill). Presented is the possibility that it is "cerebral dominance" or "lateralization" that accounts for the ability of children to learn language fluently. Of special note is the age of onset of dominance, when the brain has become completely lateralized. It "seems reasonable" that the ability to master a language without a foreign accent before the age of about 12 is directly related to the fact that lateralization has not yet become permanent. Implications for foreign language teaching are briefly touched upon. (AMM)

ED 043 876 AL 002 611
Tosi, Oscar
Experimental Study on the Intelligibility of Grave, Bisyllabic Spanish Words.
Central Michigan Univ., Mount Pleasant.
Pub Date Oct 69
Note—3p.; Appendix 11p.; Paper delivered at the Michigan Linguistic Society Meeting, October 4, 1969, Mt. Pleasant, Michigan
Available from—Dr. David Lawton, 230 Anspach Hall, Central Michigan University, Mt. Pleasant, Mich. 48858 ($1.00 per copy)
Journal Cit—Michigan Linguistic Society; v1 n1 Oct 1969
Document Not Available from EDRS.
Descriptors—*Auditory Perception, *Language Tests, *Multiple Choice Tests, Perception Tests, *Psycholinguistics, *Spanish, Verbal Stimuli, Verbal Tests
The present study, conducted at the Department of Audiology and Sciences, Michigan State University, consisted of determining the intelligibility of 648 Spanish stimulus-words arranged in a multiple-choice test of the two forms, A and B, each including 12 lists of approximately the same degree of difficulty. (Appendix.) This multiple-choice test includes 1,944 error-words and was constructed by Tosi, et.al. (1966). The 648 stimulus-words were sampled from a list of grave, bisyllabic words of common use in Spain and in Latin America, mostly taken from the doctoral dissertation by A.C. Ferrer (1957). The 1,944 error-words were determined to be the three most frequent words answered in error to each of the 648 stimulus-words, in written tests performed previously to the construction of the multiple-choice test. (Author/AMM)

ED 043 877 AL 002 612
Nash, R.
Prosodic Interference and Intelligibility in the Speech of Puerto Rico Bilinguals.
Central Michigan Univ., Mount Pleasant.
Pub Date Oct 69
Note—13p.; Paper delivered at the Michigan Linguistic Society Meeting, October 4, 1969, Mt. Pleasant, Michigan
Available from—Dr. David Lawton, 230 Anspach Hall, Central Michigan University, Mt. Pleasant, Mich. 48858 ($1.00 per copy)
Journal Cit—Michigan Linguistic Society; v1 n1 Oct 69
Document Not Available from EDRS.
Descriptors—*Bilingualism, *Interference (Language Learning), Phonemes, Psycholinguistics, *Puerto Ricans, *Second Language Learning, *Suprasegmentals
Identifiers—*Speech Intelligibility
In this paper the author examines two kinds of phonological interference observable in the speech of Puerto Rican bilinguals--phonemic and prosodic, and argues that because these two phonological subsystems are structured differently and have different signaling functions, each kind of interference must be treated independently with regard to its semantic and psychological consequences and its relevance for second language acquisition. (Author/AMM)

ED 043 878 AL 002 613
Hough, George A., III
Syntactic Words.
Central Michigan Univ., Mount Pleasant.
Pub Date Oct 69
Note—12p.; Paper delivered at the Michigan Linguistic Society Meeting, October 4, 1969, Mt. Pleasant, Michigan
Available from—Dr. David Lawton, 230 Anspach Hall, Central Michigan University, Mt. Pleasant, Mich. 48858 ($1.00 per copy)
Journal Cit—Michigan Linguistic Society; v1 n1 Oct 1969
Document Not Available from EDRS.
Descriptors—*English, *Form Classes (Languages), *Morphology (Languages), *Structural Analysis, *Syntax
Identifiers—*Syntactic Words
English words may be divided conveniently into three categories: (1) those with a single root or base; (2) those with two bases; and (3) those which derive from syntactic structures. (Examples of words in the third category, which is the subject of this paper, are "off-the-record," "fly-by-night," "do-or-die.") Syntactic words may be difficult to define, but are fairly easily described. The significant point, and one "which has not been made at all clear in the literature of English," is that syntactic words are normal syntactic structures converted to occasional or repeated use in environments where one might normally expect to find a one-base or two-base word. Stress in syntactic words varies with the underlying structure and with the position the syntactic words take in the utterance. These words may have a single lexical base or several, and they may include function words. Syntactic words are generally nonce words; the conversion of syntactic structures to syntactic words is not a very productive process in present-day English. It is a familiar process, however, which produces some useful and interesting words. These words are also subject to the same processes of change as other words once they have been accepted into the lexicon. (AMM)

ED 043 879 AL 002 614
Cantrall, William R.
Some Consequences for Syntactic Description from the Principle of Command.
Central Michigan Univ., Mount Pleasant.
Pub Date Oct 69
Note—7p.; Paper delivered at the Michigan Linguistic Society Meeting, October 4, 1969, Mt. Pleasant, Michigan
Available from—Dr. David Lawton, 230 Anspach Hall, Central Michigan University, Mt. Pleasant, Mich. 48858 ($1.00 per copy)
Journal Cit—Michigan Linguistic Society; n1 v1 Oct 1969
Document Not Available from EDRS.
Descriptors—Deep Structure, *English, Nominals, *Pronouns, Surface Structure, *Syntax, *Transformation Generative Grammar
Identifiers—*Relative Clauses
Projected here is an underlying structure for successive restrictive relative clauses. Observed are the principles of pronominalization determined by "command," such structure being notably different from that for successive nonrestrictive clauses. Evidence has been seen that certain variations in surface structure arise from selection between identical elements rather than from movement. Evidence has also been seen that one variation results from bypassing a structure which is later recovered. These facts seem to indicate that movement of elements is not the proper analogy to use in expressing the derivation of natural sentences from underlying phrase markers. One should rather think of a scanner passing over the nodes of an unchanging tree in varying but prescribed orders--selecting, abridging, and incorporating large structures in small, with the particular powers of coalescing data from nodes into words, of back-tracking to recover bypassed material, and of retracing with the freedom to take different options on a second pass. (Author/AMM)

ED 043 880 AL 002 615
Michaels, David
On Adjective-Noun Constructions in English.
Central Michigan Univ., Mount Pleasant.
Pub Date Oct 69
Note—15p.; Paper delivered at the Michigan Linguistic Society Meeting, October 4, 1969, Mt. Pleasant, Michigan
Available from—Dr. David Lawton, 230 Anspach Hall, Central Michigan University, Mt. Pleasant, Mich. 48858 ($1.00 per copy)
Journal Cit—Michigan Linguistic Society; v1 n1 Oct 1969
Document Not Available from EDRS.
Descriptors—Adjectives, Diachronic Linguistics, *English, *Nominals, *Structural Analysis, Syntax, *Transformation Generative Grammar
The author notes that although Winter (1965) seems correct in finding fault with the original Chomsky-Smith analysis of adjective-noun combinations, the notion "pattern spread," which he proposes as a counter-explanation, is not properly a grammatical explanation. It is instead a speculation about the historical origin of some adjective-noun combinations. A generative grammar makes no historical claims for its derivations. Separate sets of rules must be posited for the interpretation of two adjective-noun combinations like "the late president" and "the tall president." This complication will be necessary despite the fact that in both these conbinations the adjectives seem to bear the same grammatical relation to the head noun. (Author/AMM)

ED 043 881 AL 002 619
Wilson, Alan Dennison, Gene
Laughter: The Navajo Way. Humorous Stories of the People (in Navajo and English) Volume One.
Pub Date Jul 70
Note—130p.
Available from—Author, University of New Mexico, Gallup Branch, Gallup, New Mexico 87301
Document Not Available from EDRS.
Descriptors—*Folk Culture, *Humor, *Instructional Materials, *Language Instruction, Literature, *Navaho, Tape Recordings
This book has been prepared for the use of teachers, ethnologists, linguists, Indian studies

scholars, language students and those who have an interest in the languages and cultures of the earlier inhabitants of this continent. The stories reflect the Navajo love for and genius with words and humor. Most of the humor represented is of three basic styles: (1) word plays, in Navajo, whose intentions are either deliberate or whose denouements depend upon misunderstanding, misinterpretations, or hardness of hearing; (2) word plays, involving both the Navajo and English languages, which capitalize upon a marginal grasp of English by one of the characters involved; and (3) situational stories whose humor results from practical joking, foolish behavior, tongue twisting, etc. Each story is presented in Navajo and glossed in English, followed by an explanation of the text, utterances from the text, individual lexical items from the text, questions and answers in Navajo about the text, verb paradigms, and occasional cultural notes about the text. The text portions, utterances, and questions and answers are tape recorded. (The Navajo text sections are intended for second semester or advanced students.) (AMM)

ED 043 882 AL 002 621
Laird, Helene Laird, Charlton
The Tree of Language.
Pub Date 60
Note—216p.
Available from—Faber and Faber Ltd., 24 Russell Square, London WC1, England (15s net)
Document Not Available from EDRS.
Descriptors—Alphabets, *Childrens Books, *Diachronic Linguistics, *English, *Etymology, Language Classification, Word Study Skills, *Writing

The first part of this text for young students provides an introduction to the origins of language, the beginnings of writing, and the making of an alphabet. The second part, "Word Stories," presents the etymologies of over 100 common English words in simplified, nontechnical style. Special terms are explained in a prefatory section. A word and subject index concludes the volume. (AMM)

ED 043 883 AL 002 622
Grimes, Joseph E.
Phonological Analysis, Part One.
Summer Inst. of Linguistics, Santa Ana, Calif.
Pub Date Jun 69
Note—187p.
Available from—Summer Institute of Linguistics, P.O. Box 1960, Santa Ana, Calif. 92702
Document Not Available from EDRS.
Descriptors—Distinctive Features, *Field Studies, *Instructional Materials, Morphophonemics, Phonemes, *Phonology, *Structural Analysis, Suprasegmentals, Syllables, Taxonomy, Transformation Generative Grammar, Unwritten Language

The present volume is intended as an introductory textbook in field analysis of unstudied languages. Chapters discuss (1) language and sound systems; (2) taxonomy and its uses; (3) characterization and breath, rhythmic, syllabic, and phonetic segments; (4) frames; (5) segments; (6) discrimination; (7) classification; (8) matching; and (9) taxonomies of sounds. Exercises and discussion questions are provided to help reinforce certain points. Until the forthcoming "Part Two" of this volume is published, the author suggests reading Chapter Two in conjunction with the Appendix of Eugene Nida's "Morphology" as an introduction to morphophonemic taxonomies. Also suggested is Dow F. Robinson's "Workbook in Phonology" as companion reading to this volume. (AMM)

ED 043 884 AL 002 629
Children's Language; A Package of Materials for the South Carolina Elementary Teacher on Dialect Differences in the Classroom.
South Carolina State Dept. of Education, Columbia.
Pub Date [70]
Note—110p.; 1vol "Some Specifics" manual (53p.); 1 film list (28p.); 1 list children's language programs (11p.); 4 brochures (18p.); 30 booklets (unpaginated); 1 record
Available from—State Supervisor of English, State Department of Education, Rutledge Building, Columbia, S.C. 29201
Document Not Available from EDRS.
Descriptors—*Child Language, Elementary Grades, Instructional Films, *Instructional Materials, Language Records (Phonograph), Nonstandard Dialects, *Sociolinguistics, *Teaching Guides, Teaching Methods, *Tenl

The great variety of language differences in South Carolina has created some problems which this program, developed by the South Carolina State Department of Education, aims to overcome. The present package of materials was designed to provide the elementary teacher of grades 1, 2, and 3 with a general background of information and a specific approach to the problem. The kit contains: (1) a 15-question quiz intended to introduce the teacher to the conceptions and misconceptions of dialect differences in children's language; (2) a long-playing record of the dialects of students from South Carolina and suggestions about classroom activities and oral exercises, accompanied by a printout of the exercise verses; (3) a book entitled "Some Specifics," which gives actual case studies of special problems concerning the "disadvantaged black" and the "disadvantaged white" dialects; (4) 30 booklets (2" x 2") designed to enable the student to discover inductively some truths about language; (5) a list of films available free on loan from the South Carolina State Film Library, with accompanying teacher's brochure; and (6) a booklet listing and describing other programs about children's language. (AMM)

ED 043 885 AL 002 630
Alatis, James E., Ed.
Report of the Twenty-First Annual Round Table Meeting on Linguistics and Languages Studies [Bilingualism and Language Contact: Anthropological, Linguistic, Psychological, and Sociological Aspects].
Georgetown Univ., Washington, D.C. School of Languages and Linguistics.
Report No—Monogr-Ser-23
Pub Date 70
Note—379p.
Available from—Publications Office, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007
Document Not Available from EDRS.
Descriptors—American Indians, Arabic, *Bilingual Education, *Bilingualism, Child Language, Cognitive Development, Cognitive Processes, Communication (Thought Transfer), Cultural Differences, English (Second Language), Fles, Interference (Language Learning), *Language Programs, Language Role, Language Universals, Political Influences, *Psycholinguistics, *Sociolinguistics

This report contains 23 papers dealing with various aspects of bilingualism: E. Haugen, "Linguistics and Dialinguistics"; R.J. DiPietro, "The Discovery of Universals in Multilingualism"; J. Macnamara, "Bilingualism and Thought"; J. A. Fishman, "The Politics of Bilingual Education"; V. John, "Cognitive Development in the Bilingual Child"; D. Hymes, "Bilingual Education: Linguistic vs. Sociolinguistic Bases"; S.U. Philips, "Acquisition of Rules for Appropriate Speech Usage"; E. C. Hughes, "The Linguistic Division of Labor in Industrial and Urban Societies"; R. Roessel, "They Came Here First"; J. J. Gumperz, "Verbal Strategies in Multilingual Communication"; Chester C. Christian, Jr. "The Analysis of Linguistic and Cultural Differences: A Proposed Model"; A. B. Gaarder, "The First Seventy-Six Bilingual Educational Projects"; C. L. O Huallachain, "Bilingual Education Program in Ireland..."; W. F. Mackey, "Interference, Integration, and the Synchronic Fallacy"; W. Lambert, "Some Cognitive Consequences of Following the Curricula of the Early School Grades in a Foreign Language"; G. R. Tucker "An Alternate Days Approach to Bilingual Education"; R. N. Campbell, "English Curricula for Non-English Speakers"; S. Ervin-Tripp, "Structure and Process in Language Acquisition"; C. A. Ferguson, "The Role of Arabic in Ethiopia: A Sociolinguistic Perspective"; R. F. Roeming, "-Bilingualism and the National Interest." (FWB)

ED 043 886 AL 002 631
Lieberson, Stanley
Language and Ethnic Relations in Canada.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 70
Note—264p.
Available from—John Wiley & Sons, 605 Third Avenue, New York, N.Y. 10016 ($10.95)
Document Not Available from EDRS.
Descriptors—Age Differences, *Bilingualism, Demography, *Ecological Factors, Employment Patterns, English, Ethnic Groups, *Ethnic Relations, French, Institutional Role, *Language Role, Official Languages, Sex Differences, *Sociolinguistics
Identifiers—*Canada

This study of contact between the French and English language groups in Canada is based on an ecological approach, emphasizing factors such as population composition, residential patterns, occupational pressures and age and sex differences rather than cultural or psychological ones. Part 1 begins with a general discussion of the problems of language and ethnic relations in Canada and then presents a discussion of the demographic and institutional pressures which affect the linguistic situation. Part 2 deals with questions of bilingualism and mother-tongue maintenance. A wide variety of factors operative throughout Canada (sex, residential patterns, peer group contact, urban-rural factors) are examined; the role of occupation and industrialism in one specific city, Montreal, are then discussed in some detail. The relationship between bilingualism and language maintenance are then dealt with, the author devoting some time to developing a model to account for French mother-tongue retention that incorporates several factors considered. Finally, in discussing the implications of the study for research in linguistic pluralism and ethnic relations, the author concludes that the factors accounting for mother-tongue shift are different from those accounting for bilingualism and that mother-tongue maintenance plays an important role in differentiating ethnic groups in contact. (FWB)

ED 043 887 AL 002 632
Lyons, John
Noam Chomsky. Modern Masters Series.
Pub Date 70
Note—143p.
Available from—The Viking Press, Inc., 625 Madison Avenue, New York, N.Y. 10022 ($1.85 paper)
Document Not Available from EDRS.
Descriptors—*Linguistics, *Linguistic Theory, Philosophy, Phrase Structure, *Psycholinguistics, *Transformation Generative Grammar, *Transformation Theory (Language)
Identifiers—*Chomsky (Noam)

This book is designed to make the thought of Noam Chomsky, a scholar whose work has been influential not only in the field of linguistics but in psychology, philosophy, and political science as well, accessible to a wider public than is reached by Chomsky's highly technical writing. The author expresses the hope that this book will provide the reader with enough historical and technical background to enable him to go on to Chomsky's own work. The book provides a brief biographical sketch, and then prepares the way for an examination of Chomsky's ideas by presenting an account of developments in linguistics to the point of Chomsky's appearance on the scene. The innovations introduced by Chomsky are then discussed followed by examinations of the psychological and philosophical implications of his theories. In the concluding chapter the author states his belief that "it was Chomsky's research on the formalization of syntactic theory that constitutes his most original and probably his most enduring contribution to the scientific investigation of language" and then presents some criticism of Chomsky's thought, taking particular issue with Chomsky's strong philosophical stand in favor of rationalism as opposed to empiricism. (FWB)

ED 043 888 AL 002 633
Mohr, Peter
Bericht uber den 2. Internationalen Kongress fur Angewandte Linguistik. Cambridge 8.-12. IX. 1969. [Report on the Second International Congress for Applied Linguistics, Cambridge, Dec. 8-12, 1969.]
German Society for Applied Linguistics.; Informationszentrum fur Fremdsprachenforschung, Marburg (Germany).
Pub Date May 70
Note—45p.
Available from—Informationszentrum fur Fremdsprachenforschung, Liebigstrasse 37,355 Marburg/Lahn, Germany
Document Not Available from EDRS.

Descriptors—*Applied Linguistics, Child Language, Communication (Thought Transfer), Computational Linguistics, *Conference Reports, Contrastive Linguistics, *Language Instruction, Language Tests, Lexicography, Psycholinguistics, Second Language Learning, Sociolinguistics, Speech, Speech Pathology, Translation

This paper is a summary report on the Second International Congress of Applied Linguistics held in Cambridge, England in September 1969. Because of the large number of papers delivered, only a selection of the papers delivered in any one section of the Congress are considered, and the author attempts to identify current interests and trends in applied linguistics as reflected in these papers. The report follows the sectional organization of the Congress, considering the papers under the following headings: Linguistics Applied to Literary Texts; Computer Analysis of Texts; Research in the Psychology of First Language Learning; Research in the Psychology of Second Language Learning; Speech Research and its Applications; Technology of Language Learning; Language Teaching Materials; Language Teaching Methodology; Linguistic Aspects of Language Disorders and Therapy; Lexicography; Language Test Materials; Measurement and Classification of Second Language Errors; Theory of Translation; Contrastive Linguistics; Sociolinguistics. Despite the wide range of topics, the majority of papers were given in the sections pertaining to language pedagogy. The text of this report is in German, but most of the papers referred to were delivered in English. (FWB)

ED 043 889 AL 002 634

Sadock, Jerrold M. Vanek, Anthony L.

Studies Presented to Robert B. Lees by His Students. Papers in Linguistics.

Report No—Monogr-Ser-1

Pub Date 70

Note—312p.

Available from—Linguistic Research, Inc., 9116 83rd St., Edmonton, Alberta, Canada ($7.00)

Document Not Available from EDRS.

Descriptors—American Indian Languages, Bibliographies, English, Japanese, Lithuanian, *Phonology, Portuguese, *Semantics, Spanish, *Suprasegmentals, *Syntax, *Transformation Generative Grammar, Turkish

This volume, dedicated to Professor Robert B. Lees on the occasion of his departure from the University of Illinois, contains 15 papers on a variety of linguistic topics: C. L. Baker, "Problems of Polarity in Counterfactuals"; Lawrence F. Bouton, "Do So: Do+Adverb"; Chin-chuan Cheng, "Domains of Phonological Rule Application"; Joseph F. Foster, "Rule Ordering and Apparent Irregularities in the Turkish Aorist Verb"; Mary Gallagher, "Does Meaning Grow on Trees"; Michael J. Kenstowicz, "Lithuanian Third Person Future"; Charles W. Kisseberth, "Vowel Elision in Tonkawa and Derivational Constraints"; Ronald W. Langacker, "English Question Intonation"; Seiichi Makino, "Two Proposals about Japanese Polite Expressions"; Frederick J. Newmeyer, "The 'Root Modal': Can It Be Transitive?"; Bohdan Saciuk, "Some Basic Rules of Portuguese Phonology"; Jerrold M. Sadock, "Whimperatives"; Mario Saltarelli, "Focus on Focus: Propositional Generative Grammar"; Anthony L. Vanek, "Grammatical Formatives: Some Basic Notions"; Bruce E. Willis, "Stress Assignment in Spanish." The volume begins with a brief dedicatory statement discussing Lees' contribution to the linguistics program at the University of Illinois. A bibliography of Lees' publications is also included. (FWB)

ED 043 890 AL 002 635

Heine, Bernd

Status and Use of African Lingua Francas. Afrika-Studien Nr. 49.

Institute for Economic Research, Munich (Germany).

Pub Date 70

Note—206p.

Available from—Humanities Press, Inc., 303 Park Ave., S., New York, N.Y. 10010

Document Not Available from EDRS.

Descriptors—*African Languages, Arabic, Bibliographies, Creoles, *Diachronic Linguistics, Language Classification, Pidgins, *Sociolinguistics, *Surveys

Identifiers—*Lingua Francas

Defining a lingua franca as a "common language which is habitually used as a medium of communication between groups of people whose mother tongues are different, "this book begins by comparing various Africa lingua francas and discussing questions of general relevance to their study, and then presents statements of varying length about 40 such languages: Fanagalo, Tswana, Lozi, Umbundu, Lwena, Town Bemba, Nyanja, Luba lingua franca, Kituba, Lingala, Swahili, Ganda, Amharic, Zande, Sara, Kanuri, Maba, Arabic, Bulu, Yaunde, Pidgin A 70, Duala, Bali, Adamawa-Ful, Sango, Yoruba, Ewe, Twi, Ga, Mende, Temne, Susu, Wolof, Hausa, Song'ai, Mosi, Mandingo, Malinke, Dyula, Bambara, and Kangbe. The family classification of each language is given, alternate names are mentioned, and the following factors are considered: the development of the language into a lingua franca, its present-day spread, and its sociolinguistic status. Maps showing the distribution of the lingua francas in different areas of Africa accompany the text, and a 546 entry bibliography covering works of general relevance to the study of lingua francas as well as works directly pertinent to the African situation is appended. (FWB)

ED 043 891 AL 002 636

Lado, Robert Higgs, Theodore

Language, Thought, and Memory in Linguistic Performance: A Thought View and the First Two Experiments.

Pub Date 70

Note—8p.; Reprinted from "Language and Linguistics Working Papers, Number 1," Georgetown Univ. Press, Washington, D.C., 1970, p55-62

Available from—Publications Department, School of Languages and Linguistics, Georgetown Univ., Washington, D.C. 20007 ($1.95 per copy)

Document Not Available from EDRS.

Descriptors—Experimental Groups, *Language, Linguistic Competence, *Linguistic Performance, *Memory, Problem Solving, *Psycholinguistics, Statistical Analysis, *Thought Processes

Experimental hypotheses are proposed which assert (1) that "thought" and "language" are distinct but both are part of linguistic performance; (2) that "thought" is central, and "language" is a symbolic system that one uses to refer in various ways to what he thinks; and (3) that immediate memory works with utterances and linguistic texts over a relatively short span while longer term memory functions in terms of "thought" or content. In various modes of presentation, the percentage of verbatim text recalled was compared with the percentage of content of "thought" recalled. Results show that once the short-term memory span is exceeded, the Subjects recall significantly less verbatim text that they do substantive content of the text, thus supporting hypothesis (3) and therefore (1) and (2) by inference. The Subjects remembered significantly more content than text regardless of whether they were presented with a prepared text, or were asked to create their own text for subsequent recall. For an earlier version of this paper see ED 031 704. (Author/FWB)

CG

ED 043 892 CG 005 825

Holland, John L.

A Theory-Ridden, Computerless, Impersonal Vocational Guidance System.

American Psychological Association, Washington, D.C.; Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Pub Date Sep 70

Note—16p.; Paper presented at American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970

Available from—John L. Holland, Center for Social Organization of Schools, Johns Hopkins University, Baltimore, Maryland.

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—Guidance, Guidance Objectives, Guidance Programs, *Guidance Services, Individual Characteristics, *Occupational Choice, *Occupational Guidance, *Systems Approach, *Vocational Counseling, Vocational Interests

Beginning with a brief summary of the need for practical vocational guidance systems, the author explains his Self Directed Search for Educational and Vocational Planning (SDS), which was developed to provide a cheap, practical, vocational guidance system having a high degree of scientific validty and client effectiveness. The SDS is a self-administered, self-scored and self-interpreted vocational counseling tool which contains an assessment booklet and a classification booklet, both of which are products of a theory of personality types and environmental models. The development of the SDS is summarized. An informed evaluation based on the use of the SDS with 5,000 widely divergent subjects suggests that: (1) 50% of those taking it like it; (2) others are troubled by the results and could use couseling; (3) the SDS is applicable to a wide age range; and (4) the SDS has the desirable characteristics of immediacy, self-direction, completeness, independence, personal development and safeguards. The conclusion suggests some beneficial side-effects of the SDS. (TL)

ED 043 893 CG 005 828

Walster, Elaine And Others

The Effect of Race and Sex on College Admission.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Pub Date [68]

Note—13p.

EDRS Price MF-$0.25 HC-$0.75

Descriptors—*Ability, *College Admission, *College Bound Students, College Placement, Females, Males, *Race, Research, *Sex (Characteristics)

Applications for admission were sent to each of 240 American colleges and universities. All applications were identical except for the race, sex and ability levels of the applicants. The procedure used for preparing the applications is discussed. The authors predicted that blacks would be preferred to whites, and males to females, other things being equal. The main dependent variable was an applicant's acceptance or rejection, but other measures were collected: (1) the time which elapsed between a request for application materials and the school's response; (2) the nature of the reply; and (3) the time between mailing the application and the school's decision. The relationships between additional variables and patterns of admission were explored by analyzing the size, type and regional location of the schools. Results showed that neither the race nor sex main effect was significant. However, contrary to the authors' expectations, blacks were accepted less frequently than whites. As expected, males were preferred over females, but this occurred primarily at the low ability level. No other significant correlations were attained. (TL)

ED 043 894 CG 005 829

Brodsky, Stanley L. Jacobsen, Linda S.

The Study of Deceptive and Antisocial Behavior in the Laboratory.

American Psychological Association, Washington, D.C.; Southern Illinois Univ., Carbondale. Center for the Study of Crime, Delinquency and Corrections.

Pub Date [Sep 70]

Note—19p.; Paper presented American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970

EDRS Price MF-$0.25 HC-$1.05

Descriptors—*Anti Social Behavior, Cheating, Laboratory Experiments, *Research, *Research Methodology, *Situational Tests, Social Environment, *Socially Deviant Behavior

Research on crime and delinquents is generally studying norm-violating behavior outside of its social context. Building on Hartshorne and May's use of situational tests, the authors sought to study the major contributing variables to norm-violating behavior in a laboratory setting. Two groups of subjects were used: (1) 116 male college students; and (2) 119 male maximum security military prisoners. Five situational paper and pencil tests were administered, as well as the Minnesota Multiphasic Personality Inventory (MMPI) scale four and an inquiry sheet. Two major variables were manipulated: (1) risk of being caught; and (2) pay incentive. Deceptive behavior was assessed by the improbable achievement method. Results showed 10.3% of the stu-

dents cheated, in comparison to 16.8% of the prisoners. Some variables were more signficant than others. Further discussion centered on the implications of this kind of research and on natural setting laboratory-type investigations. (TL)

ED 043 895 CG 005 832

Longworth, Donald S.

Considerations in the Use of Instruments for the Selection of Family Life Educatiors.

Texas Tech. Univ., Lubbock. School of Home Economics.

Pub Date 70

Note—8p.; Paper presented at National Council on Family Relations Convention, Chicago, Illinois, October 7-10, 1970

EDRS Price MF-$0.25 HC-$0.50

Descriptors—Education, Family Life, *Family Life Education, Homemaking Education, Marriage Counseling, Professional Personnel, *Teacher Characteristics, *Teacher Qualifications, *Teacher Selection

Attacks on family life programs are generally directed toward the qualifications of teachers. Thus, the author focuses on the need for clarifying and refining current selection procedures, and points up that such procedures, in the past, have involved a combination of techniques with considerable reliance upon professional criteria. It is noted that in England selection methods emphasize the possession of personal attributes thought to be essential to successful counseling or teaching. The stress placed on professionalism and the acquisition of academic degrees in selection procedures in the United States is viewed as impairing the development and expansion of programs. The more sophisticated selected tests and scales utilized in other countries are recommended. A major challenge was posed to attempt an empirical evaluation of current U.S. procedures. Less dependence on professional criteria and greater emphasis upon personal attributes were recommended. (TL)

ED 043 896 CG 005 862

Rothstein, Harvey J.

Problems and Issues in the Counseling of the Disabled Disadvantaged Patient.

American Psychological Association, Washington, D.C.; Veterans Administration Hospital, Montrose, N.Y.

Pub Date Sep 70

Note—12p.; Paper presented at American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970

EDRS Price MF-$0.25 HC-$0.70

Descriptors—Counseling, *Counseling Effectiveness, Counselor Characteristics, Counselor Performance, Counselor Qualifications, Cultural Disadvantagement, *Culturally Disadvantaged, *Disadvantaged Groups, *Physically Handicapped, Vocational Counseling, *Vocational Rehabilitation

In the counseling phase which is imbedded in the global vocational rehabilitation process, the primary challenge, in dealing with the disabled disadvantaged client, is viewed as being the disadvantagement rather than the disability per se. A multitude of factors and interacting clusters of variables that influence the counseling process with these persons are identified: (1) the negative, resistive attitude or, at least, the unenthusiatic and guarded orientation; (2) the usually alien and unfamiliar qualities (to the disadvantaged client) of agencies; (3) the social, cultural, educational and emotional gaps between the middle-class counselor, black or white, and his disadvantaged client; and (4) the foreign quality of a verbal, interpersonal model of transaction. Suggestions for improving counselor effectiveness with the disabled disadvantaged are offered: (1) minimizing the effects of unfamiliar settings and procedures; and (2) altering the counselor's basic orientation where style, content, goals, and evaluation are concerned. Qualities of counselors who would work most effectively with these clients are delineated. In conclusion, the author notes that the above efforts would have an ameliorative effect, but that only significant social, economic and political changes will truly alter the condition of the disabled disadvantaged. (TL)

ED 043 897 CG 005 864

Nihira, Kazuo

Person-Clusters in Two Dimensions of Adaptive Behavior.

American Psychological Association, Washington, D.C.; California Univ., Los Angeles.

Pub Date 8 Sep 70

Note—13p.; Paper presented at American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970

EDRS Price MF-$0.25 HC-$0.75

Descriptors—*Adjustment (to Environment), Behavior, Behavior Change, *Behavior Standards, *Mentally Handicapped, *Mental Retardation, Retardation, Social Development

The Adaptive Behavior Scale (ABS) is a behavior rating instrument designed to provide information about the way mentally retarded individuals maintain their personal independence in daily living and how they meet the social expectations of their environment. This study attempted to explore the existence of typology of retardates based upon their profile of scores on these two dimensions of adaptive behavior as measured by the ABS. Nine hundred and fifty-one retardates, ages 18-68, were rated by psychiatric aides in two midewestern state institutions. The BC TRY System of Cluster and Factor Analysis identified seven distinct sub-groups of individuals with similar score profiles on the two dimensions. A cross tabulation of individuals in terms of the American Association on Mental Deficiency etiological classifications and the seven subgroupings was carried out. Conclusions indicated trends which suggest a possible relation between the behavioral typology and etiological classifications. More research is suggested and is viewed as possibly offering fruitful hypotheses in the formulation and evaluation of training and rehabilitation programs. (TL)

ED 043 898 CG 005 868

Taylor, Irving A. *Gantz, Benjamin S.*

A Transactional Approach to Creativity and Its Implications for Education. Value Dilemmas in the Assessment and Development of Creative Leaders.

American Association for the Advancement of Science, Washington, D.C.; Smith Richardson Foundation, Inc., Greensboro, N.C.

Pub Date Dec 69

Note—17p.; Paper presented at American Association for the Advancement of Science Meeting, Boston, December, 1969

Available from—Irving A. Taylor, Smith Richardson Foundation, Inc., Piedmont Building, P.O.Box 3265, Greensboro, North Carolina 27402 (no price is quoted.)

EDRS Price MF-$0.25 HC-$0.95

Descriptors—*Creative Ability, Creative Activities, *Creative Development, Creative Expression, Creative Teaching, Creative Thinking, *Creativity, *Ethical Values, Leadership Qualities, *Leadership Training, Social Values, Values

Irving Taylor's paper formulates a theory of creativity which emphasizes the alteration of the environment in accordance with personal patterns of perception. The necessary components are elaborated: (1) an explanatory statement of motivation in creativity; (2) a delineation of the forms creativity can take; (3) an identification and characterization of the creative process; (4) criteria for defining or identifying creativity; and (5) the implications of the theory, in this case, for education. Dr. Gantz's paper deals with the last two of these components. His particular vantage point was the value dilemmas which arise in identifying and developing creative leaders. Primary among these are: (1) how to determine who is chosen; (2) the social outcomes of our choices; (3) placing creative people away from their indigenous groups; (4) personal privacy in assessment procedures; (5) the ethics of training a person in a mode of perception or behavior which could be disastrous in his ordinary situation; (6) which value framework will be used for selecting creative leaders; and (7) the lack of and need for concurrence about man's purpose and goals. (TL)

ED 043 899 CG 005 875

George, P. M.

Social Factors and Educational Aspirations of Canadian High School Students.

University of Western Ontario, London.

Pub Date Oct 70

Note—105p.

EDRS Price MF-$0.50 HC-$5.35

Descriptors—Academic Achievement, Education, *Educational Attitudes, Educational Change, Educational Disadvantagement, *Educational Discrimination, Educational Interest, *Educational Opportunities, High Achievers, *Higher Education, High School Curriculum, High School Students, Social Influences

The introduction emphasizes the worth of higher education to individuals and society. The author cites social scietists' findings that social class, sex, residential background, parental and peer group interest, I.Q. and academic performance influence educational aspirations and achievement. In this paper, he intends: (1) to verify these conclusions with Canadian data; (2) to explore the relationship between these variables; (3) to explore the multi-dimensional nature of educational aspiration; and (4) to suggest guidelines for future research and educational policy. Data were collected by questionnaire from 1,609 urban and non-urban Canadian high school students. Findings indicate that upper class, urban, male students whose parents and peers show interest in their educational aspirations and who perform well in college-oriented curricula have the highest educational aspirations. It was concluded that the eduational system, in favoring this group, is far from democratic and open. Implications are discussed. (TL)

ED 043 900 CG 005 876

Adkins, Dorothy C. *Ballif, Bonnie L.*

Factors of Motivation in Young Children: Theoretical and Empirical.

American Psychological Association, Washington, D.C.; Fordham Univ., Bronx, N.Y.; Hawaii Univ., Honolulu.

Pub Date 8 Sep 70

Note—10p.; Paper presented at American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970

EDRS Price MF-$0.25 HC-$0.60

Descriptors—Educational Interest, Elementary School Students, Learning, *Learning Motivation, *Motivation, Motivation Techniques, *Preschool Children, Preschool Learning, Primary Education, *Primary Grades, Student Motivation, Test Construction

The construction of Gumpgookies, a test for measuring motivation of young children to achieve in school, is discussed. The test is rooted in a theoretical framework, which conceives of five constituents of motivation to achieve: (1) affective; (2) conceptual; (3) purposive; (4) cognitive; and (5) evaluative. Factor analysis and a type of cluster analysis were applied in order to judge the adequacy of the theory with reference to the original test format. Based on these and other techniques, the format was revised and administered to 1607 preschool children in 10 ethnic-cultural samples in the United States. Appropriate group forms were administered to 668 children in the first, second and fourth grades in Hawaii. Following extensive data analysis, factors were identified for both sample populations, some of which needed further study. Ultimately, the study is directed to deriving a better foundation for teaching motivation to children at various ages and of different backgrounds. It is suggested that further research might well be based on improved techniques for clarifying substantive motivational factors. Two such techniques are discussed. Exploratory efforts to teach motivation to preschool children are described. (TL)

ED 043 901 CG 005 882

Silver, Robert J.

Effects of Subject Status and Interviewer Response Program upon Subject Self-Disclosure in Standardized Interviews.

American Psychological Association, Washington, D.C.; Illinois State Univ., Normal.; Indiana Univ., Bloomington.

Pub Date Sep 70

Note—14p.; Paper presented at American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970

Available from—Robert J. Silver, Illinois State University, College of Arts and Sciences, Department of Psychology, Schroeder Hall 420, Normal, Illinois 61761

EDRS Price MF-$0.25 HC-$0.80

Descriptors—*Counseling Theories, *Interviews, Models, *Psychotherapy, Research, *Therapists, Therapy

Two constrasting psychotherapeutic techniques are compared: (1) Jay Haley and John Davis' technique which tests on the assumption that the therapist enjoys and advantage over the client in

terms of power, position and status; and (2) Carl Rogers' technique which rejects the notion that the maintenance of a status differential or interviewer positional advantage is protherapeutic. The experiment was a four-way, completely crossed and balanced factorial design, representing each of the following variables: (1) subject status (high or low); (2) interviewer response program (evaluative or reflective); (3) subject sex; and (4) interviewer. Subjects were 24 male and 24 female Indiana University students. Dependent variables included: (1) talk time; (2) self-references; (3) problem admission; and (4) subject comfort. Neither technique received unqualified support. The Haley-Davis competitive-evaluative program produced the greatest amount of self-disclosure, while the Rogerian program was most effective for subject comfort. (TL)

ED 043 902 CG 005 907

Skill Analysis as a Technique for Predicting Vocational Success of the Mentally Retarded.

Human Resources Center, Albertson, N.Y.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Div. of Research and Demonstrations.

Pub Date 70

Note—100p.; Rehabilitation Series 2

Available from—Gerald I. Manus, Human Resources Center, Albertson, New York 11507 (No price is quoted.)

EDRS Price MF-$0.50 HC-$5.10

Descriptors—*Achievement Rating, Adjustment (to Environment), Educational Programs, Job Satisfaction, *Job Skills, *Mental Retardation, *Prediction, Predictive Ability (Testing), Skill Analysis, *Test Construction, Testing, Test Results, Tests, Test Selection, Vocational Education

This study was designed to develop a skill anaysis test battery which would aid in the prediction of achievement in two specific areas of training. A total of forty educable mentally retarded students in work study classes were selected for training. A three part rating scale specifically for this study was used as criterion meansure against the results of the battery of skill tests. The results yield nine skill test measures whose correlations with the criterion measures were statistically significant. The skill tests failed to produce significant correlations with the rating scale of general adjustment. The findings point to the need to separate these criteria of adjustment and achievement in selection of clients for training programs. (KJ/Author)

ED 043 903 CG 005 908

Wilson, Don

Me and Thee. Symposium: Some Perspectives on Working with the Disadvantaged in an Urban Mental Health Program.

American Psychological Association, Washington, D.C.

Pub Date 8 Sep 70

Note—14p.; Paper presented at American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970

EDRS Price MF-$0.25 HC-$0.80

Descriptors—Black Community, Civil Rights, Cultural Disadvantagement, *Disadvantaged Groups, Minority Groups, *Negro Culture, Negro Leadership, Negro Organizations, Poverty Programs, *Power Structure, *Psychological Characteristics, *Social Characteristics

This paper first presents a historical perspective of the disadvantaged minority, using black people as an example. The following section presents a clinical perspective of the psycho-social characteristics of this group. These characteristics are laden with some accuracies and many fallacies: (1) the fallacy of wisdom belonging to whites; (2) the belief that ability will be rewarded with success, while the disadvantaged are concerned with survival; (3) the fallacy of white beauty; (4) the belief that the disadvantaged are becoming more powerful by expressing themselves; and (5) the fallacy that middle class Americans are present and future oriented, while the disadvantaged are present oriented and think in terms of immediate gratification. The author feels that at present the Model Cities program has turned into a fraud based upon a revolution of expectancy and is yielding false hopes. Only through unification will the blacks and browns succeed in altering this oppressive and dehumanizing culture. (KJ)

ED 043 904 CG 005 909

Pearlman, Samuel, Ed.

Recommended Book and Pamphlet Publications on Drugs and Drug Use for a College or University Library.

City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.

Pub Date Sep 70

Note—6p.; Presented at American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970

Available from—Samuel Pearlman, Brooklyn College of the City University of New York, Brooklyn, New York 11210. (No price is quoted.)

EDRS Price MF-$0.25 HC-$0.40

Descriptors—*Bibliographies, Booklists, *Books, *Drug Abuse, *Drug Addiction, *Pamphlets, Research, Social Problems

While this bibliographic list makes no pretense to completeness in regard to the literature on drugs and drug use, it constitutes an excellent foundation collection as an aid to faculty and students who may wish to do reading and research in this area of current concern. Both books and pamphlets are listed. English, Canadian, and American publications are included. (Author/KJ)

ED 043 905 CG 005 910

Wolf, Gerrit

A Model of Conversation. Behavioral Patterns in Goal Setting Conferences.

American Psychological Association, Washington, D.C.; Yale Univ., New Haven, Conn.

Report No—R-23; R-32

Pub Date 70

Note—45p.; Presented at American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970

Available from—Gerrit Wolf, Yale University, Department of Administrative Sciences, 2 Hillhouse Avenue, New Haven, Connecticut 06520. (No price is quoted.)

EDRS Price MF-$0.25 HC-$2.35

Descriptors—*Communication (Thought Transfer), Decision Making, *Interaction Process Analysis, Interpersonal Relationship, *Memory, Models, *Structural Analysis, Values, *Verbal Communication

This paper begins defining conversation as the alternate of pro and con opinions between interactors that emphasizes the sequential and discrete nature of interaction. After reviewing the few studies that have analyzed natural interaction sequentially, a theoretical framework is proposed: interactors are decision makers who generate choices over time based on a memory of the recent past and an expectation of immediate future outcomes. This framework led to hypotheses about memory's size, organization, and distortion, about decision rules, and about outcome structures and value determination. The various hypotheses are partially used in formal models that represent these processes. A sample conversation is analyzed to demonstrate the models and not to draw support for the hypotheses. Many hypotheses can be represented through this model. (KJ/Author)

ED 043 906 CG 005 911

Wohlford, Paul

Providing Direct Service and Preventive Programs for Children in Poverty.

American Psychological Association, Washington, D.C.; Miami Univ., Coral Gables, Fla.

Pub Date Sep 70

Note—21p.; Paper presented at American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970

Available from—Paul Wohlford, University of Miami, Department of Psychology, P.O. Box 8185, Coral Gables, Florida 33124. (No price is quoted.)

EDRS Price MF-$0.25 HC-$1.15

Descriptors—Community Health Services, Cultural Disadvantagement, *Disadvantaged Youth, Intervention, Poverty Programs, Professional Personnel, Professional Services, *Psychoeducational Processes, *Psychological Services, *Psychologists, *Role Perception

When the psychologist serves Head Start, he must be a consultant to the whole Head Start organization, from top to bottom, director to children, and horizontally from potentially supportive agencies in the community to the Head Start staff, to the children and their parents. In the process of serving as a community psychologist, he will be called on to perform traditional clinical services as well. If there are not enough psychologists who are willing to accept these new roles and responsibilities, then new psychologists must be trained to accept this challenge in clinical child psychology, since the present programs do not reach the disadvantaged child. (KJ/Author)

ED 043 907 CG 005 912

Matarazzo, Joseph D.

Some National Developments in the Utilization of Nontraditional Mental Health Manpower.

American Psychological Association, Washington, D.C.; Oregon Univ., Portland. Medical School.

Pub Date Sep 70

Note—25p.; Presented at American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970

EDRS Price MF-$0.25 HC-$1.35

Descriptors—Institutional Personnel, *Institutional Role, *Manpower Development, Mental Health, *Mental Health Programs, Patients (Persons), Personnel Needs, Program Development, Rehabilitation, *Rehabilitation Programs, *Therapeutic Environment

This paper presents a review of some of the new mental health manpower developments which have occurred in this country during the past two decades. The role played by the National Association for Mental Health (NAMH) in these developments is also viewed. Individuals working in state hospitals and related institutions have capitalized on the concept of the therapeutic community, with its principle that all employees and volunteers and other patients are potential rehabilitators and, as is appropriate in their setting, have begun inservice training programs and new mental health educational programs leading, in some local settings to: (1) an Associate of Arts degree; (2) a Bachelor of Science degree; (3) a Master of Arts degree; or (4) a n entirely new rehabilitation and direct treatment program. Through position papers supporting the above developments and conferences, NAMH has helped to further these developments by organization and communication of knowledge to others involved in the field. (KJ/Author)

ED 043 908 CG 005 931

Nathan, P. E.

The New Therapies and Psychopathology: The Behavioral Viewpoint.

American Psychological Association, Washington, D.C.

Pub Date Sep 70

Note—7p.; Paper presented at American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970

EDRS Price MF-$0.25 HC-$0.45

Descriptors—Behavioral Counseling, Behavioral Sciences, Behavior Change, *Behavior Patterns, *Behavior Theories, Classification, *Identification, Interpersonal Relationship, Psychological Patterns, *Psychopathology, *Therapists, Therapy

Behavior therapists view psychopathology differently from dynamically oriented therapists, in that behaviorists are taught to regard symptoms primarily as sets of learned behaviors rather than cues to underlying psychological disorders. Even though there is a split among behaviorists as to which procedure is best to follow, there are some special strengths of the behavioral viewpoint: (1) because it is a new method, it generates enthusiasm, hope and faith from patients; (2) because it paints a consistent picture of the etiology of all psychopathology, behaviorism obviates the need for wrestling with conflicting dynamic or biological views of the case; (3) diagnosis is linked with treatment, and achievement of goals and depends on a problem solving diagnostic laboratory; and (4) because of this laboratory method, behaviorists are very receptive to research. Limitations of behaviorism include: (1) one procedure cannot cure all ailments; and (2) behavioral procedures have not been useful in treatment of schizophrenia or other functional psychoses. (KJ)

ED 043 909 CG 005 932

Goodwin, Dwight L.

Behavioral Vs. Non-Behavioral Counseling: The Interview Process.

American Personnel and Guidance Association, Washington, D.C.; San Jose State Coll., Calif.; Santa Clara Unified School District, Calif.

Pub Date 69

Note—9p.; Paper presented at American Personnel and Guidance Association Convention, Las Vegas, Nevada, 1969
Available from—Dwight L. Goodwin, San Jose State College, Department of Psychology, 125 S. Seventh Street, San Jose, California 95114. (No price is quoted.)
EDRS Price MF-$0.25 HC-$0.55
Descriptors—*Behavioral Counseling, Behavioral Sciences, *Behavior Change, *Behavior Patterns, Behavior Theories, Counseling, *Counselor Functions, Environment, Interpersonal Relationship, *Interviews

This paper contrasts the behavioral and nonbehavioral approaches to counseling, particularly the interview process. A brief discussion of basic theoretical assumptions is included. In behavioral counseling, the relationship can best be characterized as collaboration, and unlike nonbehaviorists, the behavioral counselor can assist his client to acquire the needed skills necessary to function more adaptively in his surroundings. In the assessment process, behavioral counseling, in contrast to traditional techniques, is data oriented in that it provides a baseline against which both client and counselor can evaluate the effectiveness of their efforts toward change and can decide on the methods which work best. Behaviorists then direct their attention to the antecedent events in the environment which may have served as cues for the problem behavior. Based on this analysis, the client and counselor can plan specific changes in the environment. The final step is the evaluation of the therapeutic effectiveness by observing changes in the rate of the target behavior. (KJ)

ED 043 910 CG 005 933
Harper, Frederick D.
The Student Personnel Worker's Commitment to Eliminating Racism.
Florida State Univ., Tallahassee.
Pub Date 15 Feb 70
Note—8p.; Presented at National Association of Personnel Workers Convention, Tallahassee, Florida, February 15-18, 1970
EDRS Price MF-$0.25 HC-$0.50
Descriptors—*College Environment, Counselor Role, *Counselors, Individual Development, Institutions, Professional Personnel, *Racial Discrimination, Racial Factors, *Racism, Schools, *Social Factors, Students

The U. S. Commission on Civil Disorders concluded that American society and its schools are racist. This position paper reasons, therefore, that white students and professional personnel are likely to be racist. Individual racism and institutional racism victimize black and white people and retard their adjustment and progress. Systems are interrelated and interdependent, they affect each other. Individuals affect systems and systems affect individuals. In determining possibilities for change, we have looked at fragments of black and white behavior as they might exist in the university system. As a general implication, counselors and other professional personnel must make commitments in the form of action in changing themselves and in changing the university. Some specific commitments follow in the form of recommendations for immediate action. (Author)

ED 043 911 CG 005 934
Hultsch, David F.
Organization and Memory in Adulthood.
American Psychological Association, Washington, D.C.; Pennsylvania State Univ., University Park.
Pub Date Sep 70
Note—25p.; Presented at American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970
EDRS Price MF-$0.25 HC-$1.35
Descriptors—Adult Characteristics, *Adult Development, Adults, Age Groups, Cues, *Memory, *Older Adults, Organization, *Recall (Psychological), *Retention

This paper discusses organizational processes and memory in general and organizational processes and adult age differences in memory in particular. The simplest analysis of memory is to divide the process into two parts: storage and retrieval. Studies show that the limitation of memory lies primarily in retrieval rather than storage. Organization represents a retrieval plan or rule to provide a set of cues. From this approach, there are at least two possible sources of adult age differences in retrieval processes: (1) differences in the quantity and quality of the information contained in the retrieval plan; and (2) differences in the availability of the retrieval plan at recall. Studies are presented illustrating both of these possibilities. (KJ/Author)

ED 043 912 CG 005 935
Albrecht, Gary L.
Adult Socialization: The Effects of Aspiration Upon Role Performance in Rehabilitation Settings.
American Psychological Association, Washington, D.C.; Emory Univ., Atlanta, Ga.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date Sep 70
Note—18p.; Paper presented at American Psychological Association Meeting, Miami Beach, Florida, September 3-8, 1970
EDRS Price MF-$0.25 HC-$1.00
Descriptors—Adjustment (to Environment), Adult Characteristics, *Adult Development, Adults, *Aspiration, *Attitudes, Physical Handicaps, *Physically Handicapped, Rehabilitation, *Socialization

This paper is concerned with the dynamics of the adult socialization process. The general hypothesis is: the level of aspiration of a patient is positively associated with his socialization (his rehabilitation) outcome. Subjects were 105 patients with spinal cord injuries or amputations. The two aspects of socialization considered in the study are physical functions and attitudinal adjustment. These variables, along with social interaction and aspiration were measured using a variety of techniques and instruments. Results showed: (1) aspiration does have a clear effect on a patient's rehabilitation as measured by level of physical function and as measured by attitudinal adjustment; (2) aspiration is predictive of improvement in physical function and attitudinal adjustment; and (3) a specific goal which is valued by the individual, significant others and the larger society positively affects socialization. (KJ/Author)

ED 043 913 CG 005 942
Mowrer, O. Hobart
Peer Groups and Medication: The Best "Therapy" for Professionals and Laymen Alike.
American Psychological Association, Washington, D.C.; Illinois Univ., Champaign.
Pub Date 4 Sep 70
Note—38p.; Presented at American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970
EDRS Price MF-$0.25 HC-$2.00
Descriptors—*Drug Therapy, Group Dynamics, *Group Experience, Group Membership, Group Relations, *Groups, *Group Therapy, Interpersonal Competence, Medical Treatment, Peer Groups, Self Directed Groups, Social Adjustment, *Social Environment, Social Influences, Socially Maladjusted, Social Relations, Therapy

This wide-ranging discussion begins by briefly reviewing the background of the current small-group movement: what started out as individual therapy eventually led to group therapy. The term "therapy" is now being dropped and small groups are becoming a new, here-to-stay, soial institution. The need for an open, safe vehicle for self-expression is viewed as primary in this age of alienation. Hence, the small group's wide-spread value is of great importance. Throughout the paper, numerous implicit or explicit reasons for the importance of the small group as a solution to social functioning problems are presented. Implications of the small group approach for the therapist are discussed. Various dilemmas concerning the nature and extent of therapist participation are addressed. Mowrer also states his case for a balanced approach to personality problems which include not only a social dislocation etiology (treated best in groups), but also a possible biochemical basis. In summary, the paper argues that peer groups (specifically defined) and medication offer the best sources of therapy for human beings. Cautions in their use are emphasized. (TL)

ED 043 914 CG 005 943
Honzik, Marjorie P. Macfarlane, Jean W.
Personality Development and Intellectual Functioning from 21 Months to 40 Years.
American Psychological Association, Washington, D.C.; California Univ., Los Angeles.
Spons Agency—Public Health Service (DHEW), Washington, D.C.
Pub Date 6 Sep 70
Note—20p.; Presented at American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970
EDRS Price MF-$0.25 HC-$1.10
Descriptors—Individual Characteristics, *Intellectual Development, Intelligence, Intelligence Differences, *Intelligence Factors, *Intelligence Quotient, Intelligence Tests, Personality, *Personality Assessment, Personality Change, Personality Development

This is the latest in a series of reported findings for a Guidance Study which followed the same persons from infancy to age 40. The report focuses on: (1) how well the 50 men and 60 women subjects maintained their positions relative to I.Q. during the 22 years since they were last tested at age 18; (2) gains and losses in I.Q. over the 22 year period; (3) characteristics of those who have gained or lost relative to the norm; and (4) the personality development of the subjects. Case-Q sort personality evaluations were used in relation to gains in I.Q. during adulthood and I.Q. at age 40. Results of the correlations are presented. The total group results suggest that those with high I.Q.'s are cognitively very able, are self-critical, introspective, not especially interested in other people, but are coping and highly thoughtful adults. Six individual cases are presented. Some general conclusions are consistent in pointing up the complexity of interacting factors which such studies must take into account. (TL)

ED 043 915 CG 005 944
Cytrynbaum, Sonny
Project Outreach: An Approach to Human Relationships, Experiential Learning and Community Action in the Introductory Psychology Course.
American Psychological Association, Washington, D.C.; Michigan Univ., Ann Arbor. Dept. of Psychology.
Pub Date 2 Sep 69
Note—22p.; Presented at American Psychological Association Convention, Washington, D.C., September, 1969
EDRS Price MF-$0.25 HC-$1.20
Descriptors—College Freshmen, *College Students, *Educational Change, *Educational Innovation, Educational Needs, Educational Objectives, *Educational Programs, Educational Trends, *Effective Teaching, Experience, Experimental Programs, Instructional Innovation, Student Experience

Rooted in the contemporary challenge to traditional classroom practices, Project Outreach was developed by 35 Psychology 101 teaching fellows at the University of Michigan. The program gives students the opportunity to participate in: (1) diverse service or social action activities; (2) experiential-oriented educational and growth opportunities; or (3) a number of discussion groups, the content of which is highly untraditional for Psychology 101. The current scope of the program is elaborated and a selected listing and brief description of the projects included. General discussion focuses on: (1) the peer group model of supervision utilized in the program; (2) self-report data which suggests that program casualties anticipated by skeptics did not materialize; (3) the continued workability of the program in spite of its size and complexity; (4) the question of how to integrate student experiences with course content; and (5) concerns of students centering on their short-term community involvement. The report concludes that an effort such as Project Outreach has implications for both teacher-student relationships and for the joint education-community institutuional partnership. (TL)

ED 043 916 CG 005 945
Thomas, L. Eugene
Political Attitude Congruence between Politically Active Parents and College-Age Children: An Inquiry into Family Political Socialization.
Connecticut Univ., Storrs.
Spons Agency—Public Health Service (DHEW), Washington, D.C.
Pub Date Oct 70
Note—33p.; Presented at National Council on Family Relations Meeting, Chicago, Illinois, October 7-10, 1970
EDRS Price MF-$0.25 HC-$1.75

Descriptors—Attitudes, College Students, Family Environment, *Family Influence, Family Relationship, Family Role, *Parent Attitudes, *Political Attitudes, Political Influences, *Political Socialization, Social Influences, Socialization

A brief introductory review of the literature reveals that research on family influence in the development of political orientations in adult children is inconclusive. This study focused on highly politicized families and examines: (1) the relative influence of family emotional climate versus family political climate; and (2) the relative influence of mothers and fathers on the child's political orientations by college age. The sample consisted of 60 white families from upper middle class communities where the parents were politically visible and were known to be either liberal or conservative. Family emotional climate was measured in terms of permissiveness, warmth, conflict and interaction. Family political climate included: (1) parental dedication to causes; and (2) parental political tutoring. The analysis of these six independent family variables with parent-child political attitude congruence indicated significant association of measures of family political climate with attitude congruence for all dyads except mother-son, with father-son dyads showing the greatest association. Reasons are discussed. (TL)

ED 043 917 24 CG 005 992

Entwisle, Doris R. *Webster, Murray A.*

Raising Children's Expectations for Their Own Performance.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—R-87

Bureau No—BR-6-1610

Pub Date Nov 70

Grant—OEG-2-7-061610-0207

Note—32p.

EDRS Price MF-$0.25 HC-$1.70

Descriptors—*Elementary School Students, *Expectation, Middle Class, *Performance, *Story Telling, Suburban Youth, *Volunteer Training

This experiment shows that most children's expectations for their own performance, measured by their rate of volunteering, can be increased. The experiment is closely modeled after laboratory experiments with adults in formal expectation theory. White middle class suburban children of grades 1, 2, 3 and 4 participated in a story-telling task. In this a white adult acted so as to increase expectations of a single child (experimental group), while three other children (control group) received a comparable treatment except for the expectation-raising component. First-grade children showed a positive, but non-significant increase. There was a significant increase for grades 2, 3 and 4. Results for third and fourth graders here are compared with results from an earlier experiment with black inner city and rural white children. (Author)

ED 043 918 24 CG 006 008

Entwisle, Doris R. *Greenberger, Ellen*

A Survey of Cognitive Styles in Maryland Ninth Graders: IV: Views of Women's Roles.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—R-89

Bureau No—BR-6-1610

Pub Date Nov 70

Grant—OEG-2-7-061610-0207

Note—31p.

EDRS Price MF-$0.25 HC-$1.65

Descriptors—Attitudes, Family Influence, Females, *Occupational Aspiration, *Racial Differences, Role Conflict, *Role Perception, Socioeconomic Status, *Work Attitudes, *Working Women

The main focus of this paper is upon the acquisition of a few specific attitudes: Whether women should work; what kinds of jobs women should hold; and whether women are intellectually curious. Views of women's work role held by ninth-grade boys and girls in Maryland are sampled with respondents drawn from seven residential areas chosen to typify segments of the U.S. population. Boys are consistently more conservative than girls. Although in general those of higher IQ hold liberal views, middle class boys of high IQ are the least liberal. Black children are less opposed than white children to having women working outside the home, but are just as conservative about having women holding men's jobs as other groups. The greatest differences between girls' and boys' views are found for middle class whites. (Author)

ED 043 919 24 CG 006 009

Strickland, Guy

Development of a School Attitude Questionnaire for Young Children.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—CSE-R-59

Bureau No—BR-6-1646

Pub Date Jul 70

Note—51p.

Available from—Office of Dissemination, Center for the Study of Evaluation, UCLA Graduate School of Education, Los Angeles, California 90024. (No price quoted.)

EDRS Price MF-$0.25 HC-$2.65

Descriptors—Achievement, *Attitudes, Evaluation, Item Analysis, *Measurement Instruments, *Test Construction, Testing Problems, *Test Reliability, Tests, Test Validity

This report summarizes the findings of Jackson and Lahadern who used a revised form of the Student Opinion Poll (SOP) and a questionnaire to study the intercorrelations of attitudes and achievement. The study found that: (1) first graders have attitudes toward school work but these attitudes were not differentiated toward specific school subjects; (2) attitudes toward peers and play activities were not measured effectively; and (3) the child has an attitude toward school itself. Changes needed in the questionnaire include: (1) reflected items should be avoided; (2) items in which things are compared should be avoided; (3) attempts to develop scales for specific school subjects could be abandoned as a waste for first-grade questionnaires; (4) the concept of time should be avoided in writing items; and (5) more sample items should be written. Further recommendations for further research on the development and validation of this instrument are presented. (Author/KJ)

ED 043 920 24 CG 006 010

Application of Reinforcement Principles to the Classroom. Final Report.

Human Interaction Research Inst., Los Angeles, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-9-0537

Pub Date Sep 70

Contract—OEC-9-70-0009(508)

Note—9p.

Available from—Human Interaction Research Institute, 10889 Wilshire Boulevard, Suite 610, Los Angeles, California 90024. (No price is quoted.)

EDRS Price MF-$0.25 HC-$0.55

Descriptors—Classroom Techniques, Consultants, *Data Collection, *Literature Reviews, *Methodology, Projects, *Reinforcement, Teacher Education, *Writing

The methodology used in carrying out a project, the aim of which was to develop a pamphlet which would be meaningful and easily understood by teachers, dealing with classroom application of research on reinforcement principles is described. Preliminary steps of the project included: (1) a review of literature; (2) data gathering by conducting a survey of teacher's perceived problems or main concerns with reference to classroom situations; and (3) selection of consultants. Writing the interpretive report involved the writing and critiquing of several drafts. The final phase consisted of further rewriting and refining of the manuscript into a finished product, "Reinforcing Productive Classroom Behavior: A Teacher's Guide to Behavior Modification." (Author/KJ)

ED 043 921 CG 006 011

It Works Series: Summaries of Selected Compensatory Education Projects.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—OE-37069

Pub Date 70

Note—38p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (No price is quoted.)

EDRS Price MF-$0.25 HC-$2.00

Descriptors—Abstracts, *Behavioral Science Research, *Compensatory Education Programs, Educational Programs, *Elementary Education, *Preschool Programs, Program Descriptions, Projects, *Secondary Education

In 1968-69 the American Institute for Research in the Behavioral Sciences, under contract to the United States Office of Education, reviewed compensatory education projects across the country. A total of thirty-one were identified as among the most successful. By summarizing each of these 31 projects briefly, this publication enables readers to select those booklets which cover the projects they are most interested in studying in detail. The full list of booklets, with the identifying numbers through which they can be ordered from the United States Government Printing Office, is on the front inside cover of the booklet. Projects at the preschool, elementary, elementary and secondary, and secondary levels are included. (Author/KJ)

ED 043 922 24 CG 006 040

Gever, Benson E. *Weisberg, Robert W.*

Investigation of Verbal Responses of Children During Problem Solving Situations.

Hahnemann Medical Coll. and Hospital, Philadelphia, Pa. Inst. for Learning.; Temple Univ., Philadelphia, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-9-B-078

Pub Date Sep 70

Grant—OEG-2-9-480078-1048(010)

Note—35p.

EDRS Price MF-$0.25 HC-$1.85

Descriptors—Ability, Age, *Children, *Cognitive Processes, *Language Ability, Language Development, *Linguistics, Problem Solving, Social Class, Verbal Development

This investigation gives attention to the developmental course and influence of social class on self-directed, private speech. The Ss were 108 white, middle and lower class preschool, first and third grade children. Two measures of receptive vocabulary were administered as background language measures. The experimental task required S to sort pictures of common objects into categories at three levels of task difficulty. The results indicated a rather marked decline in spontaneous verbalization from the pre-school to first grade levels with no significant change between the first and third grade levels. A parallel trend was found in the decreasing intensity level of the speech productions (i.e., a simultaneous decrease in overt vocalization and increase in silent lip-movement activity). These findings support Vygotsky's internalization hypothesis. A significant association was not found between the frequency of verbalization and problem solving performance, which casts doubt on the directive function of such verbal activity. Prominant social class differences in cognitive-linguistic abilities were also found. These differences may stem from the differential linguistic codes attributed to the middle and lower class patterns of verbal interaction. (Author/CJ)

ED 043 923 24 CG 006 041

Sobel, Ronald

A Study of Cognitive Change Resulting from Participation in Human Relations Laboratory Training. Final Report.

Yeshiva Univ., New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-9-B-119

Pub Date 15 Sep 70

Grant—OEG-2-9-420119-1063(010)

Note—26p.

EDRS Price MF-$0.25 HC-$1.40

Descriptors—*Cognitive Processes, Educational Programs, Environmental Influences, *Individual Characteristics, *Learning Processes, *Measurement Instruments, *Training Laboratories

The specific hypotheses tested were that: (1) participation in a two-week laboratory changes the cognitive structure of those participating; (2) the extent of change varies with the initial level of cognitive complexity of the participant; and (3) the better the match, as seen by the participant, between the complexity of the learning en-

vironment and the participant's needs, the greater the increase in cognitive complexity attributable to the training experience. Information regarding the participant's level of cognitive functioning was obtained by administration of Schroder's Paragraph Completion Test, at the opening and at the closing of the laboratory. Assessment of the "match" between the participant's needs and the complexity of the learning environment was made by use of a questionnaire especially prepared for the purpose. Findings were consistent with the first two hypotheses. However, contrary to expectations, the relation was curvilinear rather than linear. Conditions necessary for testing the third hypothesis were not met in the study - when participants were grouped by pre-training level of cognitive structure the match between needs and learning environment was no better for one group than for another. Possible explanations for the curvilinear relation are offered. (Author/CJ)

ED 043 924 24 CG 006 042
Williams, Joanna P.
Visual and Aural Learning in Urban Children. Final Report.
Pennsylvania Univ., Philadelphia.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-9-B-039
Pub Date 70
Grant—OEG-2-9-480039-1023(010)
Note—24p.
EDRS Price MF-$0.25 HC-$1.30
Descriptors—*Aural Learning, *Children, Disadvantaged Youth, *Learning, Middle Class, Performance Factors, *Urban Population, *Visual Learning

A total of 320 subjects in five grades (two, four, six, eight, ten) and from two types of school settings (middle-class and disadvantaged) were studied. Subjects learned eight-pair lists of familiar nouns in a standard paired-associates task. Each subject learned two lists, one presented visually and the other, aurally. Performance on the visual task was superior to that on the aural task, and subjects in higher grades performed better than those in lower grades. Overall, the middle-class subjects' performance was superior to that of the disadvantaged children, but there was a complex interaction indicating that there were no differences between these groups at the fourth- and sixth-grade levels. Discrepancies in reading ability and in motivational set were discussed as to their possible relevance in interpreting the data. (Author)

ED 043 925 24 CG 006 045
McFee, June K.
Community Arts Study Program. Final Report.
Oregon Univ., Eugene. School of Architecture and Allied Arts.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-3054
Pub Date 31 Mar 69
Grant—OEG-0-8-003054-1870-(010)
Note—198p.
EDRS Price MF-$1.00 HC-$10.00
Descriptors—College Students, *Ecology, Environmental Influences, Group Dynamics, *Interaction Process Analysis, *Problem Solving, Professional Personnel, Research Methodology, *School Community Cooperation, *Student Role, *Teacher Role

This study sought ways in which the staff and students of a School of Architecture could work with townspeople, teachers, and teenagers in studying the environmental conditions in their communities. Three types of communities participated. Three types of programs were carried out. They were: (1) townspeople, school personnel and teenagers studied the community and reported their findings; (2) seminars were held on ways to study towns, and interested people were encouraged to develop study groups; (3) professional staff and university students studied the town and presented their findings to the townspeople. Some evident outcomes were: (a) when teenagers are involved, constructive projects can be developed to help them identify with their community (Plans 1 and 2); (b) teachers can become better able to help students understand their environment through these study plans, particularly Plan 1; (c) when students, townspeople and young people have an opportunity to come together, there is a positive change in school community relationships; and (d) by analyzing personal interactions a basis can be found for curriculum materials focusing on key problems to be considered in environmental problem solving. (Author/CJ)

ED 043 926 24 CG 006 046
Grossman, Bruce D.
A Study to Determine the Relationship between Anxiety and Learning in Young Children. Final Report.
Hofstra Univ., Hempstead, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-8-3-010
Pub Date Sep 69
Contract—OEC-0-8-080010-4304(010)
Note—57p.
EDRS Price MF-$0.25 HC-$2.95
Descriptors—*Achievement, *Anxiety, Behavior Patterns, Children, Learning, *Motivation, *Performance Factors, Standardized Tests, *Test Results

The major focus of this study is on the relationship between anxiety and achievement. It was predicted that with young children, anxiety is likely to have a debilitating effect on their standardized test scores as well as on teachers' ratings of their competence. This hypothesis is generally supported. The sample consists of 156 childen from preschool, kindergarten, and first grade. Results of testing and observation show negative correlations between the anxiety questionnaire and competence ratings for kindergarten children, and no relationship at all between perceived anxiety and achievement for the first grade sample, although anxiety ratings do show a significant negative correlation with achievement. This fact may be attributable to first grade children being more defensive than kindergarteners. Anxiety seems to show no relationship to achievement motivation for kindergarten children, but a positive relationship for first graders. For preschoolers it is found that achievement motivation reflects a concern about success, and may be viewed as a form of anxiety. Results suggest that concern about success and failure is more apt to be part of a general anxiety for the older children, particularly for girls, reflecting the fact that competition is generally less acceptable for girls than boys in our society. (Author/CJ)

ED 043 927 24 CG 006 047
Petrie, Hugh G.
The Logical Effects of Theory on Observational Categories and Methodology in Verbal Learning Theory. Final Report.
Northwestern Univ., Evanston, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-8-E-023
Pub Date Jul 69
Contract—OEC-0-8-080023-3669(010)
Note—152p.
EDRS Price MF-$0.75 HC-$7.70
Descriptors—Definitions, *Learning Theories, Linguistics, Philosophy, Psycholinguistics, Psychology, *Verbal Development, *Verbal Learning

This report attempts to determine to what extent the thesis that observation is theory-dependent holds in the area of verbal learning theory. This area was chosen because: (1) a philosophical criticism of verbal learning theory will contribute to the difficult task of investigating the border area between philosophy and psychology; and (2) no one theory has yet emerged as preeminent so that the difficulties of handling competing theories are not existent. While no "theory" has yet been produced three general positions have emerged: gestaltism, functional associationism, and transformational linguistics. Discussed are: (1) some of the grounds for suspecting that the theory-dependency thesis holds for verbal learning theory; (2) that theoretical terms must be ultimately definable in terms of operations describable in some theory-neutral observation language; (3) some of the criticisms of operationalism to the more general question of whether there can be a theory-neutral observation language at all; and (4) details of the controversy between Skinner for the associationists and Chomsky for the transformational linguists. An appendix includes a paper which explains the philosophical underpinnings of the theory-dependency thesis as presented by Wittgenstein. (Author/CJ)

EA

ED 043 928 EA 000 971
Farner, Frank
Economic, Sociological and Demographic Characteristics of Oregon School Districts and Their Relationship to District Financial Practices.
Oregon Univ., Eugene. Bureau of Educational Research and Service.
Report No—Educational-RR-Vol-1-No-2
Pub Date Apr 66
Note—172p.
Available from—Intermediate Research Section, Bureau of Educational Research, School of Education, University of Oregon, Eugene, Oregon 97401 ($2.00)
EDRS Price MF-$0.75 HC-$8.70
Descriptors—Demography, Economics, *Educational Finance, *School Districts, School District Spending, Sociology, *Statistical Analysis, *Statistical Studies, *Tables (Data)
Identifiers—Oregon

This statistical report presents raw data and analyses in three parts: (1) a compendium of census data by district boundaries; (2) statistical analyses of all variables, including means, standard deviations, and ranges; and (3) relationship analyses among all variables, census and school districts. Included in the appendix are a list of school districts by type and class and their related census units; basis census, ratio census, and financial data for each school district; and correlation matrices for each of the five district populations. (Author/LLR)

ED 043 929 EA 001 419
Araki, Charles T.
A Study to Determine the Feasibility of Redefining Present School Attendance Area Boundaries to Coincide with or Otherwise Relate Logically to the U.S. Census Bureau Tracts, and Four Sub-Reports.
Hawaii State Dept. of Education, Honolulu.
Report No—RR-49
Pub Date 11 Oct 67
Note—319p.
EDRS Price MF-$1.25 HC-$16.05
Descriptors—Assessed Valuation, *Census Figures, Demography, *Enrollment Projections, *Feasibility Studies, Geographic Distribution, Housing, Population Distribution, Population Growth, Population Trends, *School Demography, *School Districts, School Planning, Statistical Data, Student Mobility, Tables (Data)
Identifiers—Hawaii

This document reports on a study to determine the feasibility of redefining Hawaii school attendance boundaries in relation to U.S. census tracts. It is recommended that a system of satellite school divisions be established, to consist of nestings of schools with the largest division being the high school area. Within each high school area would be smaller areas of junior high and elementary schools. The following subprojects are also reported: (1) the actual school boundary survey, (2) the basis for estimating future Hawaii public school membership, (3) a school planning statistics manual, and (4) the 1962-1966 mobility rates of public school children in Hawaii. Numerous tables and data illustrate study findings. (Maps, and tables pages SR-3-1 to SR-3-38 may reproduce poorly because of marginal legibility.) (Author/LLR)

ED 043 930 EA 001 512
Brewin, C. E., Jr. And Others
Intermediate Unit Planning Study. Phase I, Progress Report. Application for ESEA Continuation Grant.
Montgomery County School Board, Norristown, Pa.; Pennsylvania State Dept. of Public Instruction, Harrisburg.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Mar 68
Note—157p.
EDRS Price MF-$0.75 HC-$7.95
Descriptors—Educational Finance, Evaluation Techniques, Expenditures, *Intermediate Administrative Units, *Program Budgeting, Program Costs, *Program Planning, *School Districts
Identifiers—ESEA Title III

This report, the first of four phases of an ESEA Title III study of five Pennsylvania counties, is devoted primarily to research, an examination of the educational systems at local and county levels, an analysis of system requirements, and the completion of a PPB system design to be used by intermediate units in Pennsylvania. Statistical data and a narrative report are included. Appendixes provide task descriptions, progress report meetings, a program planning study for the intermediate unit in Pennsylvania, and a University of Pennsylvania budget breakdown. (JF)

ED 043 931 EA 001 513
Powers, William F. Price, Charlton R.
The Feasibility of Cooperative Planning in Fremont and Newark, California.
Stanford Research Inst., Menlo Park, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Fremont Unified School District, Calif.
Pub Date Feb 68
Note—57p.
EDRS Price MF-$0.25 HC-$2.95
Descriptors—Community Planning, *Cooperative Planning, *Educational Planning, *Feasibility Studies, *Metropolitan Areas, *Public School Systems, Social Planning
Identifiers—ESEA Title III, Operation PROBE
Fremont and Newark, California, are located in one of the most rapidly growing metropolitan areas in the United States. To help cope with growth problems, a feasibility study of cooperative planning (including all jurisdictions providing public services to this area) was conducted. Information was gathered, analyzed, and presented to people in the community, culminating in a community workshop to which a wide range of persons was invited. The study concluded that: (1) a definite need exists for a cooperative planning and action program; (2) educational planning can, and should, be integrated into overall community planning; (3) program alternatives include consolidation of jurisdictions, retaining the existing structure with more emphasis on coordination of activities, and organization of a "forum for the future" to discuss and provide solutions for the area's problems; and (4) such a program is feasible for the Fremont/Newark area. Samples of workshop materials, a summary of relevant Federal grant programs, an intergovernmental survey and planning information form, and a bibliography are appended. (LLR)

ED 043 932 EA 001 578
Miklos, E., Ed. Stewart, A. N., Ed.
Developing a Concept of the Principalship. The Lecture Series of the 1967 Leadership Course for School Principals.
Alberta Univ., Edmonton. Dept. of Educational Administration.
Pub Date 67
Note—88p.
Available from—Department of Educational Administration, University of Alberta, Edmonton (Canada) ($1.50)
EDRS Price MF-$0.50 HC-$4.50
Descriptors—*Administrative Organization, Administrative Policy, *Administrator Responsibility, *Administrator Role, Board Administrator Relationship, *Educational Objectives, Evaluation Methods, *Principals, School Administration, Student School Relationship, Teacher Administrator Relationship
This collection of nine papers by six different authors is directed toward developing a concept of the principalship. Topics analyzed include general functions of the principal, the organization in which he works, formulation of objectives, and the relationship of the principal to his staff, students, superintendent, and school board. (LLR)

ED 043 933 EA 001 579
Neal, W. D., Ed.
Educational Planning in Local School Systems. The Lecture Series of the Banff Regional Conference of School Administrators (1967).
Alberta Univ., Edmonton. Dept. of Educational Administration.
Pub Date 67
Note—96p.
EDRS Price MF-$0.50 HC-$4.90
Descriptors—*Curriculum Planning, *Educational Planning, Instructional Programs, *Management, *School District Autonomy, School District Spending, *Staff Improvement
Four papers by four conference speakers deal with the theme that educational planning is urgent, and that it vitally needs time and resources. Specialist personnel may be required and without them it is doubtful if full benefit can be obtained either from the planning process or from the implementation of plans once developed. At the same time, the development of the policies of a school system should involve those in the forefront of leadership in the system. It cannot be left to the "backroom boys" nor can it be done for a school system by an outside body such as a university. These and other agencies have roles to play, but planning and policy development must be more than a bookish exercise. If school systems adopt a planning outlook involving as many personnel as possible they can develop "rolling reform" which will enable schools to become more vital institutions in meeting the challenges of today and tomorrow. Appendixes include a conference agenda and a directory of conference personnel. (Author/LLR)

ED 043 934 EA 001 681
Zabrowski, Edward K. And Others
Student-Teacher Population Growth Model. Working Paper.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—OE-10055
Pub Date 68
Note—120p.
EDRS Price MF-$0.50 HC-$6.10
Descriptors—*Computer Programs, *Mathematical Models, *Population Growth, *Population Trends, *School Statistics
This mathematical model of the educational system calculates information on population groups by sex, race, age, and educational level. The model can be used to answer questions about what would happen to the flows of students and teachers through the formal educational system if these flows are changed at various stages. The report discusses the major assumptions, methodology, and mathematical properties of the model, and the scope of its data. In addition to detailed calculations for 140 population groups from 1959 to 1970, the impact of selective changes in the model's parameters on the composition of the educational population is discussed. Appendixes contain tables and charts summarizing various aspects of the model, including the Dynamod II computer program. Related documents are EA 001 018; EA 001 062; EA 001 063; EA 001 064; EA 001 066; and EA 001 067. (Author/LLR)

ED 043 935 EA 001 687
Sanders, Frank, Jr.
Indiana School Transportation: A Review of Policies, Procedures, and Costs.
Indiana State Dept. of Public Instruction, Indianapolis.; Indiana State Univ., Terre Haute. School of Education.
Report No—R-67-C
Pub Date Jul 68
Note—99p.
EDRS Price MF-$0.50 HC-$5.05
Descriptors—*Administrative Policy, *Bus Transportation, *Costs, Equipment Maintenance, *Equipment Utilization, Fringe Benefits, Graphs, Insurance Programs, Salaries, *School Buses, Storage, Student Transportation, Tables (Data), Wages
Identifiers—Indiana
This detailed report and analysis of school bus transportation in Indiana is divided into the following topics: transportation policies; bus utilization; the bus driver and his terms of employment; bus ownership; insurance, storage, maintenance, and fuel costs; bus ownership and costs; and the transportation director. A strong case is made for further studies, analyses, and reports dealing with bus transportation--particularly those that emphasize transportation policies and costs. Numerous tables and graphs are used to report study findings. (LLR)

ED 043 936 EA 001 707
Yamamoto, Kaoru
America in Which Children of the Middle Years Will Live: An Educational Perspective.
Pub Date 11 Nov 67
Note—33p.; Paper presented at University of Toledo, College of Education fall conference on "The Middle School Idea" (Toledo, Ohio, November 11, 1967)
EDRS Price MF-$0.25 HC-$1.75
Descriptors—*Educational History, *Educational Needs, *Educational Philosophy, *Educational Problems, Family (Sociological Unit), Government Role, Religion, *School Role, Technology, Values
The history of education in America reflects the dominant institutions in American society. The educational system has been dominated by institutions which education traditionally has existed to serve. Therefore, the influences of religion, the family, business, and the State have been and will continue to be evident in the classroom. (LLR)

ED 043 937 EA 001 855
Suslow, Sidney Riley, Michael J.
Year-Round Operation at Berkeley: Background and Implementation.
California Univ., Berkeley. Office of Institutional Research.
Pub Date Oct 68
Note—127p.
EDRS Price MF-$0.50 HC-$6.45
Descriptors—Curriculum Development, Extended School Year, *Higher Education, *Program Evaluation, *Quarter System, School Calendars, School Schedules, Space Utilization, Student Reaction, *Summer Schools, Trimester Schedules, *Year Round Schools
In 1966 a decision was made to begin operating the University of California at Berkeley on a year-round basis. Included in this report are discussions of year-round education in general; various methods of year-round education, including the semester summer session plan, the quarter plan, and the trimester plan; and background, implementation, and evaluation of the quarter system at Berkeley. Appendixes include materials dealing with curriculum revision, course listings, summer quarter enrollment, and student reactions. (LLR)

ED 043 938 EA 001 897
An Illustrative Hypothetical Example of Cost-Benefit Analysis (Problem #2): The Parking Problem.
California Univ., Berkeley.
Pub Date [68]
Note—25p.
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—*Cost Effectiveness, *Costs, *Graphs, *Guidelines, Resource Allocations, Tables (Data)
This document presents an application of cost-benefit analysis to a hypothetical university parking problem. After discussing cost-benefit analysis in general, the document applies this technique to hypothetical data in light of a checklist for general cost-benefit procedure. The checklist includes the following steps: (1) examine and quantify objectives; (2) array all alternatives; (3) develop total costs and analyze alternatives in detail; (4) describe and estimate spillover effects, uncertainties, and unquantifiables; and (5) in light of costs, benefits, and spillover effects, choose the most attractive alternative. Tables and graphs are used to illustrate the analytical process. [Not available in hard copy due to marginal legibility of original document.] (LLR)

ED 043 939 EA 001 946
Dunn, Kenneth John
A Plan for Intergroup Participation in the Process of Developing Teachers' Salary Schedules in Public Schools: Guidelines for Cooperative Action Patterns.
Education Council for School Research and Development, Mineola, N.Y.; Engelhardt, Engelhardt and Leggett, Inc., Purdy Station, N.Y.
Pub Date Oct 67
Note—219p.; Prepared in partial fulfillment of Degree of Doctor of Education in Teachers College, Columbia University, (New York, February 20, 1967)
Available from—University Microfilms, A Xerox Company, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 67-9443, MF $3.00, HC $10.15)
Document Not Available from EDRS.
Descriptors—Administrative Policy, Administrator Guides, Board of Education Policy, *Collective Negotiation, *Group Relations, *Guidelines, *Personnel Policy, Policy Formation, Salaries, *School Personnel
Focusing on the interaction of a policy-making group, an administrative group, and a teacher

group, this study is intended as (1) a resource and reference for issues and controversies concerning personnel policies, (2) a guide for developing local policies and procedures, and (3) a tool for establishing effective action patterns in local districts. (Author/LLR)

ED 043 940 24 EA 002 955

Hoffenberg, Marvin Alkin, Marvin

Application of Leontief Input-Output Analysis to School District Budgeting.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No—CSE-WP-12

Pub Date Oct 70

Contract—OEC-4-6-061646-1909

Note—29p.; Paper presented at American Educational Research Association Annual Meeting, (Minneapolis, Minnesota, March 2-6, 1970)

EDRS Price MF-$0.25 HC-$1.55

Descriptors—Budgeting, *Economic Research, *Information Processing, Information Theory, *Input Output Analysis, School District Spending

This research report, applying an interdependency approach in an input-output framework to school district budgeting, presents a model aimed at the district management level. The data cover the 1967 operating budget of the Centralia, California, School District of approximately 3.9 million population. Three tables with accompanying textual material are used to construct an intersector (input-output) tabulation for the school system model -- an interdependency table (identity matrix), a direct coefficiency matrix, and a direct and indirect coefficiency matrix. The report concludes that this approach applies to those classes of educational activities where interdependencies are important. (JF)

ED 043 941 EA 002 970

New York State Educational Information System (NYSEIS) Systems Design. Volume I, Phase II. Final Report.

Price Waterhouse and Co., New York, N.Y.

Spons Agency—Albany-Schoharie-Schenectady Board of Cooperative Educational Services, Albany, N.Y.; New York State Education Dept., Albany. Div. of Educational Management Services.

Pub Date Jul 69

Note—114p.

EDRS Price MF-$0.50 HC-$5.80

Descriptors—Computer Oriented Programs, Educational Finance, *Electronic Data Processing, *Information Services, *Information Systems, Input Output Analysis, Personnel Data, *School Districts, Student Records, Systems Development

This volume on Phase II of the New York State Educational Information System (NYSEIS) describes the Gross Systems Analysis and Design, which includes the general flow diagram and processing chart for each of the student, personnel, and financial subsystems. Volume II, Functional Specifications, includes input/output requirements and file specifications necessary to support the systems design. Detailed systems design and programing is currently underway as Phase III. The NYSEIS system is designed to provide a complete range of information and data processing services to school districts in New York State. The report concludes that regionalization is the solution to the problem of providing comprehensive computer services to school districts. (JF)

ED 043 942 EA 002 972

Ehrlich, Virginia Z. Murray, Kay C.

New Curriculum Activities in the Pilot Intermediate Schools of New York City (& Appendix). Final Report.

New York City Board of Education, Brooklyn, N.Y. Bureau of Educational Research.

Spons Agency—New York State Education Dept., Albany. Div. of Research.

Pub Date Oct 69

Note—308p.

EDRS Price MF-$1.25 HC-$15.50

Descriptors—*Achievement, Attitudes, *Curriculum Development, *Grade Organization, Guidance, Individualized Programs, Instructional Program Divisions, *Intermediate Grades, Junior High Schools, Middle Schools, *Racial Integration, Self Concept

This report describes the intermediate school experiment which organized the middle schools to include grades 5 or 6 through 8, thus replacing the junior high school, grades 7 through 9. Major curriculum innovations were introduced in the areas of foreign language, the humanities, family living, typewriting, and creative and performing arts. The organization of these experimental middle schools embraced subschools, educational planning teams, departmentalization, and independent pupil study. Using the results from standardized achievement tests, an attitude inventory, a semantic differential, questionnaires, extended observation by consultants, and interviews, the research team compared middle school pupils with junior high pupils in the areas of mathematics achievement, attitudes toward school, and self-concept. The only statistically significant differences (analysis of variance) showed that junior high pupils performed better in arithmetic problem solving, while intermediate school boys had more favorable attitudes toward social studies and science. Appendixes include questionnaires and evaluation and survey forms used in assessing the program. (Author)

ED 043 943 EA 002 986

Daniere, Andre L. Madaus, George F.

The Measurement of Alternative Costs of Educating Catholic School Children in Public Schools.

Massachusetts Advisory Council on Education, Boston.

Pub Date Mar 69

Note—86p.

EDRS Price MF-$0.50 HC-$4.40

Descriptors—Catholic Educators, *Catholic Schools, *Costs, Educational Economics, Educational Planning, Enrollment, *Private Schools, Public School Systems, *Taxes, Transfer Students

Identifiers—*Massachusetts

Non-public school enrollment in Massachusetts --19.1 percent-- has always been among the nation's highest, with the majority of these students enrolled in Catholic schools. The rising cost of education and a decreasing supply of non-lay teachers are placing economic burdens on the Catholic schools, causing some to close and others to be phased out. The effect of this phasing out, in terms of tax rate increase, is estimated for all towns and cities in Massachusetts where Catholic schools presently exist. The purpose of this study is to measure how much public budgets save by the existence of the Catholic school system. The design of the study and tables showing the data are included. (Tables 12, 13, and 14 may reproduce poorly because of marginal legibility.) (Author/MLF)

ED 043 944 EA 002 993

Elwood, Bryan C.

Student Transportation: Comparing Alternative Methods of Providing the Service. Reports of the County School Board Project: No. 2.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 70

Note—24p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario. (Canada) ($2.00)

Document Not Available from EDRS.

Descriptors—*Bus Transportation, Cost Effectiveness, Estimated Costs, *Evaluation Methods, Needs, School Buses, *Selection, *Student Transportation

This report provides a procedure by which the educational administrator can select from available alternatives the best method for transporting students and can evaluate at intervals the success or failure of the method selected. The report outlines the methodology used to analyze the problem, defines the range of alternatives called the "contract-purchase mix," and explains the use of qualitative measures in the selection process. A costing structure, or model, is then designed for making comparisons, the details of applying the procedure are discussed, and some fundamental aspects of the decision problem are reviewed. A related document is EA 002 900. (Author/JF)

ED 043 945 EA 003 040

Armstrong, Charles M.

Decision Making in the Public Schools. Need Assessment.

Operation PEP, Burlingame, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Apr 68

Note—42p.

EDRS Price MF-$0.25 HC-$2.20

Descriptors—*Achievement, Administration, *Boards of Education, *Decision Making, Educational Needs, *Feedback, *Objectives, Problem Solving, Quality Control, Resources, School Administration

Identifiers—ESEA Title III

Since the major activity of the school is the development of students into productive adults, decisions in school management should enhance the processes that facilitate development of the child. Rational decisionmaking in school management necessitates coordination between school boards and school administrators. Boards of education must determine their systems' goals and available resources. Administrators then must assess the achievement of students in relation to these goals and recommend alternative strategies for needs not being met. In such a model of decisionmaking, feedback is crucial to the rationality of the decisions. To accrue appropriate feedback, school managers should determine gains made by students under their jurisdictions. This measurement of gain can be made only by ascertaining the differences in achievement at two time periods, rather than by comparing achievement results with some national standard. Collection and analysis of a variety of information allows administrators to proliferate subgroups and to determine the educational shortcomings of each subgroup. (Research for the study was funded under an ESEA Title III grant.) (RA)

ED 043 946 EA 003 051

Turner, Claude C. Thrasher, James M.

School Size Does Make a Difference.

Institute for Educational Management, San Diego, Calif.

Pub Date 70

Note—54p.

Available from—Institute for Educational Management, 8655 Pomerado Road, San Diego, California 92128 ($3.00)

Document Not Available from EDRS.

Descriptors—*Cocurricular Activities, College Preparation, Communication Problems, *Comprehensive High Schools, *Cost Effectiveness, Decentralization, Educational Finance, Expenditure Per Student, School Community Relationship, *School Size

Since the purpose of the schools is education, school size becomes important if it affects the educational opportunities available to students or the effectiveness of the educational program. The rationale for an extremely large secondary school rests on two assumptions--a large school can offer a broader educational program, and costs per student are smaller. Both assumptions are faulty. Some schools with enrollments of only 500 students offer comprehensive programs matching those of schools with enrollments exceeding 3,000. The decrease in cost per student becomes minimal as enrollments exceed 1,000. In addition, smaller schools provide opportunities for proportionately more students to participate in extracurricular activities; maintain less formal and complex lines of communication among students, teachers, and parents; and face fewer charges of depersonalization. In terms of combining educational opportunities with program effectiveness and comprehensiveness, optimum school size appears to be in the rnage of 700 to 1,000 students. (RA)

ED 043 947 EA 003 052

Guidelines for the Collection, Maintenance & Dissemination of Pupil Records. Report of a Conference on the Ethical & Legal Aspects of School Record Keeping. (Sterling Forest, New York, May 25-28, 1969).

Russell Sage Foundation, New York, N.Y.

Pub Date 70

Note—45p.

Available from—Russell Sage Foundation, 230 Park Avenue, New York, N. Y. 10017 (Free)

Document Not Available from EDRS.

Descriptors—Case Studies, Confidential Records, *Data Collection, *Guidelines, *Information Dissemination, Information Storage, Security, *Student Records

Modern technology has given us the ability to record, store, retrieve, and disseminate large volumes of data. Though technically efficient, such a procedure can be misused and thus constitute an invasion of privacy. Most school systems maintain extensive student records, but

few have systematic policies regarding dissemination of such information. At a conference sponsored by the Russell Sage Foundation, guidelines were developed for the collection, classification, and dissemination of data on students, with the data divided into three classifications: class A data–student academic records, attendance data, and standardized test scores–to be considered permanent; class B data–health information, aptitude and intelligence scores, family information, and interest inventory results–to be discarded at intervals; and class C data–legal or clinical findings and the unevaluated reports of teachers. Data from classes A and B may be released to other educational institutions when the need is legitimized, and released to others only upon permission of the student or a parent. Class C data should be destroyed when their usefulness is ended, and released only to those who have the power of subpoena. (RA)

ED 043 948 EA 003 053
Ferriss, Abbott L.
Indicators of Trends in American Education.
Russell Sage Foundation, New York, N.Y.
Pub Date 69
Note—454p.
Available from—Basic Books, Inc., 404 Park Avenue, South, New York, N.Y. 10016 ($5.00)
Document Not Available from EDRS.
Descriptors—Academic Achievement, Degrees (Titles), *Economic Climate, *Educational Change, Educational Finance, Educational Quality, Enrollment Trends, Graduate Surveys, Organizational Change, Sociocultural Patterns, *Statistical Data, Teacher Characteristics, *Trend Analysis
This volume presents trend data in an attempt to assess the educational system in America and to detect the patterns of change within the system. Data indicating the changes that have occurred are presented in seven areas: (1) school enrollment, (2) teacher characteristics, (3) student performance on aptitude and achievement tests, (4) degree production, (5) school organization and finance, (6) educational attainment of the populace, and (7) attainment of societal goals through education. A 250-item bibliography is also included. (RA)

ED 043 949 EA 003 069
Gresham, Robert L. And Others
The Albuquerque Story. Future Schools Study Project. Final Report.
Albuquerque Public Schools, N. Mex.
Pub Date Jun 70
Note—157p.
EDRS Price MF-$0.75 HC-$7.95
Descriptors—*Community Planning, *Curriculum Planning, *Educational Parks, *Educational Planning, Educational Policy, Individualized Instruction, Inservice Education, Interagency Coordination, Interdisciplinary Approach, Middle Schools, Pupil Personnel Services, Special Education, *Urban Renewal, Vocational Education
Identifiers—ESEA Title III
This report summarizes chronologically a three-year ESEA Title III project to study the types of schools needed for the future. The major recommendation of the study was that an educational park should be established in the downtown area to provide enriched opportunities for pupils from widely different backgrounds and to serve as an experimental model for modifications in future parks. A summary of the project activites, some basic recommendations, an evaluation of the project's initial two years, and the plans to implement recommendations are included. In addition, a list of reports and publications by the project staff illustrates the exploratory nature of the project's three- year period. (Maps on pp. 109 and 110 may reproduce poorly because of marginal legibility.) (MLF)

ED 043 950 EA 003 070
[Dropout Prevention Program. Request for Proposal #2.]
Texarkana School District 7, Ark.
Pub Date 30 Jun 70
Grant—OEG-0-9-130045-3360(281)
Note—77p.; OE Performance Contract Project and Rapid Learning Centers Program.
EDRS Price MF-$0.50 HC-$3.95
Descriptors—*Academic Achievement, Bids, Cognitive Objectives, Data Analysis, *Dropout Prevention, Evaluation Criteria, Evaluation Techniques, Individualized Instruction, Instructional Programs, Mathematics, *Performance Contracts, Performance Criteria, Programed Materials, *Program Proposals, Reading, Testing
Identifiers—Arkansas, *Texarkana
This document provides the necessary instructions and forms for submission of a rapid learning center performance contract proposal as part of a 4-year dropout prevention program. Contract performance proposals are to embody mathematics and/or reading, and to involve students enrolled in grades 7-12 who are two or more grade levels deficient in mathematics and/or reading. Three sections outline the procedures to be followed by prospective bidders. The statement of work section outlines the general purpose of the proposed learning centers, the student achievement performance required, the performance and measurement, and the method of contractor reimbursement, and incorporates a list of general and special conditions to be met by bidders. The evaluation design section contains summary charts showing performance objectives, measurement instruments, data collection procedures, data analysis techniques, and data analysis presentations. The last section contains the proposal and budget format. (MLF)

ED 043 951 EA 003 073
A Place in Society. . .for Everyone. Brandywine Educational Park.
Wilmington Public Schools, Del.
Spons Agency—Du Pont Corp., Wilmington, Del.
Pub Date 70
Note—44p.
EDRS Price MF-$0.25 HC-$2.30
Descriptors—Arts Centers, Continuing Education Centers, *Educational Facilities, Guidance Programs, Innovation, Mentally Handicapped, Occupational Guidance, *Self Actualization, *Urban Areas
Identifiers—Delaware, Wilmington
The Wilmington, Delaware, public school system plans to create a new educational facility designed to meet the special educational needs of urban students. To be called Brandywine Educational Park, this facility will consist of four interrelated centers, each one designed to correct a deficiency of the traditional academic public educational system. The Career Development Center will attempt to prepare students for economic roles, optimizing the fit between student expectations and job fulfillment. The Urban Center for Innovation and Continuing Education will pursue innovations to improve educational practices and will provide educational programs for persons who discontinued formal schooling. The Opportunity Center for Mentally Handicapped Children will provide a training program for retarded students. The Center for the Creative and Performing Arts will provide programs to stimulate students' creativity and imagination. It is contemplated that an existing urban high school can be transformed into such an educational facility. (RA)

ED 043 952 24 EA 003 075
Austin, Gilbert R.
Report on HEW Summer Institute: Researching and Evaluating Outcomes of Educational Innovations in New England.
New Hampshire Univ., Durham.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0528
Pub Date 68
Contract—OEC-0-8-080528-4478
Note—109p.
EDRS Price MF-$0.50 HC-$5.55
Descriptors—*Communication (Thought Transfer), *Data Processing, Decision Making, *Educational Innovation, Educational Research, Evaluation, *Institutes (Training Programs), *Research Methodology, Summer Institutes
This report discusses the goals, procedural format, and outcomes of a summer research training institute conducted by the Bureau of Educational Research and Testing Services at the University of New Hampshire. Trainees at the institute studied (1) the problems inherent in evaluating the particular educational problem with which the trainee was concerned, (2) major alternatives of educational research methodologies, and (3) communications techniques applicable to educational decision making. Each trainee also used modern data processing equipment for encoding and utilizing research data, and read current educational literature related to his own research projects. The report contains institute time schedules, course offerings, book lists, samples of various materials prepared for the institute, and a table depicting participants' progress. (LLR)

ED 043 953 24 EA 003 082
Cook, Desmond L.
The PERT Lectures: A Case Study in Knowledge Dissemination and Utilization. Volume 1: Initial Lectures.
Ohio State Univ., Columbus. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—CRP-E-019-Vol-1
Bureau No—BR-5-0221
Pub Date Aug 66
Contract—OEC-4-10-160
Note—83p.
EDRS Price MF-$0.50 HC-$4.25
Descriptors—*Evaluation Methods, Evaluation Techniques, *Information Dissemination, *Information Utilization, *Lecture, Program Costs, Program Evaluation, Program Planning, Research Utilization
This document reports on dissemination lectures that inform the educational research community about the Program Evaluation and Review Technique (PERT). In the first two chapters, the background leading to the dissemination lectures, the procedures used by the project staff to accomplish dissemination objectives, and the methodological procedures involved in planning and performing the lectures are reported. The process by which the lecture content was cumulated and the contents themselves are described in Chapter III. The last two chapters present the results of the various evaluation instruments, and a discussion of the results, conclusions, and recommendations. Two appendixes provide supplementary information not incorporated in the text. A related document is ED 010 372 (Volume II of this study), which comprises a participant followup study of the dissemination lectures. (Author)

ED 043 954 EA 003 090
Guides to Conducting Programs of School Improvement.
Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Elementary Schools.
Pub Date May 70
Note—66p.; Study prepared for the Cooperative Program in Elementary Education
Available from—Southern Association of Colleges and Schools, 795 Peachtree Street N.E., Atlanta, Georgia 30308 ($.50)
EDRS Price MF-$0.50 HC-$3.40
Descriptors—Citizen Participation, Evaluation, *Guidelines, *Local Issues, *Problem Solving, *School Improvement, Staff Improvement, Statewide Planning
The Southern Association of Colleges and Schools maintains an interest in the improvement of elementary schools, as evidenced by its Cooperative Program in Elementary Education. The primary Technique for improving elementary schools is the faculty study, which is the sum total of a particular school's activities in selecting a problem, enlisting cooperation from citizens, proposing solutions, implementing solutions, and evaluating changes. Although the faculty study is primarily a program of local school improvement, the association provides the local schools with materials, advice, and coordination. Appendixes present accreditation materials and additional information about the association. (RA)

ED 043 955 EA 003 091
The Junior High School Program.
Southern Association of Colleges and Schools, Atlanta, Ga.
Pub Date Nov 58
Note—118p.; A joint study conducted by the Commission on Secondary Schools and the Commission on Research and Service
Available from—The Southern Association of Colleges and Schools, 795 Peachtree Street, N.E., Atlanta, Georgia 30308 ($1.50)
EDRS Price MF-$0.50 HC-$6.00
Descriptors—*Adolescents, Bibliographies, Curriculum Design, *Educational Programs, Evaluation, Facility Guidelines, Human

Development, *Junior High School Role, *Junior High Schools, *Junior High School Students, Secondary School Teachers, Teacher Certification, Teacher Qualifications

This is the sixth printing of a document published in 1958 to assist Southern school systems inaugurate and improve their junior high school programs. Seven chapters consider (1) the growth of preadolescents and early adolescents, and the evolvement of school programs to meet the needs of these students; (2) the basic functions and unique purposes of the junior high school; (3) suggestions for curriculum design; (4) suggestions regarding the organization and administration of the program and the principal's responsibilities as instructional leader; (5) the need to plan the program in advance of planning the facilities; (6) such problems as staffing a junior high school, teacher competencies, certification, and professional growth; and (7) matters relating to total school evaluation and the appraisal of growth toward objectives in the classroom. Each chapter is followed by a selected bibliography. (Author/MLF)

ED 043 956 EA 003 092

Elam, Stanley, Ed. Swanson, Gordon I., Ed.

Educational Planning in the United States. Symposium on Educational Requirements for the 1970's, an Interdisciplinary Approach (2nd).

Spons Agency—Phi Delta Kappa, Bloomington, Ind.

Pub Date 69

Note—216p.

Available from—Phi Delta Kappa, Incorporated, Eighth and Union, Bloomington, Indiana 47401 ($6.50)

Document Not Available from EDRS.

Descriptors—Administrative Organization, Bureaucracy, *Educational Needs, Educational Philosophy, *Educational Planning, Educational Researchers, Federal Legislation, Higher Education, Leadership Responsibility, *Planning, *Planning Commissions, Policy Formation, *Public Education, State Federal Support, Symposia

Five papers comprise this book of symposium proceedings. Philip Smith, in "Objectives for American Education," theorizes that the U.S. can afford a sophisticated, dedicated profession to run the schools, and that educational leaders must become dedicated or other leaders will replace them. Francis Chase, in "The Status of Educational Planning in the United States," summarizes State and Federal activities and predicts the emergence and widespread adoption of new concepts and new technologies of planning. Kjell Eide, in "The Planning Process," defines planning in general terms, examines its position relative to other administrative functions and the conditions for a successful planning process. William McLure, in "Planning Adjustments in the Educational System," identifies some of the areas where differentiated planning is needed and elements that would constitute the substance of a rational planning design. Andre Daniere, in "Some Theory of Planning for Education," theorizes about planning in general. Each presentation is followed by a roundtable discussion by participants. (Author/MLF)

ED 043 957 EA 003 093

Turner, Aaron Lynn

Sound Levels in East Texas Schools.

East Texas State Univ., Commerce.

Pub Date 70

Note—14p.; Vol. 7, No. 3

EDRS Price MF-$0.25 HC-$0.80

Descriptors—*Acoustical Environment, Acoustic Insulation, *Acoustics, *Construction Needs, School Planning

Identifiers—Texas

A survey of sound levels was taken in several Texas schools to determine the amount of noise and sound present by size of class, type of activity, location of building, and the presence of air conditioning and large amounts of glass. The data indicate that class size and relative amounts of glass have no significant bearing on the production of sound in a classroom, but that air conditioning, the location of the building with accompanying exterior noise levels, and the nature of classroom activity did have significant effects on sound levels, the last factor being the most influential. School planners should pay more attention to the acoustical environment in an attempt to abate noise levels. (RA)

ED 043 958 EA 003 094

Stewart, G. Kent, Ed.

Guide for Planning Educational Facilities. An Authoritative and Comprehensive Guide to the Planning of Educational Facilities from the Conception of Need through Utilization of the Facility.

Council of Educational Facility Planners, Columbus, Ohio.

Pub Date Sep 69

Note—204p.; Fourth edition

Available from—The Council of Educational Facility Planners, 29 West Woodruff Avenue, Columbus, Ohio 43210. ($7.50)

Document Not Available from EDRS.

Descriptors—Bibliographies, Boards of Education, *Building Design, *Educational Facilities, Educational Needs, *Educational Planning, Environmental Criteria, Equipment, *Facility Guidelines, Furniture, *School Construction, School Space, Site Selection, Subject Index Terms

This guide attempts to (1) provide planners with some basic principles of educational facility planning; (2) serve as a basic guide for the application of recognized local and State criteria, standards, and principles to the planning of effective educational facilities; (3) emphasize the relationship between educational facilities and the educational programs they must accommodate; (4) show the importance of human resources and the relationship of human involvement to functional planning of successful educational facilities; and (5) examine the broad steps necessary to plan and construct new facilities. An index and a bibliography are included. (Author/MLF)

ED 043 959 EA 003 096

Ely, Donald P. And Others

Instructional Hardware/A Guide to Architectural Requirements.

Educational Facilities Labs., Inc., New York, N.Y.

Report No—EFL-TR-5

Pub Date Apr 70

Note—169p.

Available from—Educational Facilities Laboratories, 477 Madison Avenue, New York, N.Y. 10022 (Free)

EDRS Price MF-$0.75 HC-$8.55

Descriptors—*Audiovisual Aids, *Computer Assisted Instruction, *Educational Facilities, *Electronic Equipment, Individualized Instruction, Information Retrieval, *Instructional Aids, Instructional Films, Language Laboratories, Media Specialists, School Space, Teaching Machines, Technological Advancement, Telephone Instruction, Televised Instruction

This report familiarizes educators with the general nature of various electronic teaching systems. The material is organized into major chapters on audio equipment, visual display equipment, television teaching systems, computer assisted instruction, and student response systems. Other chapters describe several systems and approximate equipment costs, and illustrate a typical physical layout and basic components of the system discussed. Appendixes contain a glossary of the most commonly used technical terms dealing with electronic teaching aids, the names and addresses of major manufacturers of electronic teaching equipment, a bibliography of suggested readings, basic information data sheets, and a list of other EFL publications. (Data sheets pp. 125-161 may reproduce poorly because of marginal legibility.) (MLF)

ED 043 960 EA 003 110

Kahn, Gerald Hughes, Warren A.

Statistics of Local Public School Systems 1967-68. Finances.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—OE-22027-68

Pub Date 70

Note—185p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. HE 5.222:22027-68, $2.00)

EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors—Capital Outlay (for Fixed Assets), Costs, *Educational Finance, Expenditure Per Student, *Expenditures, *Federal Aid, *Financial Support, Grants, National Surveys, Operating Expenses, Purchasing, Rural Schools, School District Spending, School Size, School Taxes, *State Aid, Suburban Schools, Tuition

This report presents educational data from a representative sample of United States public school systems. The sample included school systems with enrollments of 25,000 or more and a stratified sample of systems with fewer than 25,000 pupils. The primary purpose is to provide quantitative information comparable from school system to school system with summary and trend data analyses. The following subjects are covered: total money being spent in school systems, variance in per-pupil expenditures among different types of school systems, sources of school system funds, variations in receipt patterns among systems, and proportion of Federal funds received in different types of systems. Appendixes include sample design and selection, definitions and limitations of the data, and a reproduction of the survey report form. (JF)

ED 043 961 72 EA 003 111

Selected Bibliography of Yugoslav Educational Materials, Vol. 6, No. 1, 1970.

Yugoslav Inst. for Educational Research, Belgrade.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No—TT-70-56018-1

Pub Date 70

Note—50p.

EDRS Price MF-$0.25 HC-$2.60

Descriptors—*Bibliographies, *Education, *Foreign Countries

This bibliography on the Yugoslavian educational system is divided into the following topics: history and development of education, education research, school reform, teacher training and teaching staff, schools and institutions, curricula and syllabi, audiovisual aids, polytechnical education, physical education, problems in education, hostels, management and finance, legislation, and education statistics. Related documents include ED 026 893, ED 034 459, ED 131 109, and ED 037 730. (LLR)

ED 043 962 24 EA 003 112

Maguire, Louis M. And Others

Feasibility Study and Analysis of the Administrative Management of the Harrisburg City School District. Reorganizing the Harrisburg Public Schools Project.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-6-2867

Pub Date 29 Apr 70

Contract—OEC-1-7-062867-3053

Note—46p.

EDRS Price MF-$0.25 HC-$2.40

Descriptors—*Administrative Change, *Administrative Organization, Costs, Data Collection, *Feasibility Studies, Organizational Change, Research Design, Superintendents

Identifiers—ESEA Title IV, Harrisburg, Pennsylvania

This five-part document presents the results of a feasibility study on administrative reorganization commissioned by the Harrisburg, Pennsylvania, School District. The first section describes the research design, the data collection techniques, and the involvement of Harrisburg personnel in the study. Section two provides nineteen generalizations derived from the data--ten of which had their source in administrative data, and nine in teacher data. These generalizations characterize the current administrative structure and operation. Section three presents the recommendations for administrative reorganization, especially recommending that Harrisburg adopt the superintendency team concept to effect organizational improvement. Section four suggests a three-year timetable for implementing administrative reorganization, and section five describes some of the factors that will determine the cost of the organizational change. (Author/RA)

ED 043 963 72 EA 003 113

Saad, Ismail, Ed.

Selected Bibliography of Educational Materials in Pakistan. Vol. 4 No. 2, 1970. April-June 1970.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No—TT-70-59002-2
Pub Date 70
Note—74p.
EDRS Price MF-$0.50 HC-$3.80
Descriptors—*Annotated Bibliographies, Educational Change, Educational Planning, *Foreign Countries, Libraries, Professional Education, *Professional Training, Teacher Education, Tests
Identifiers—Pakistan
This 124-item bibliography, with English abstracts of recent books and articles on various aspects of Pakistani education, includes a special section on professional training. Major sections are devoted to educational planning, educational reforms, libraries, and examinations. Twenty-five additional sections provide less extensive coverage of a broad range of topics, including curricular issues, literacy, administration, and educational health, philosophy, and sociology. An author index is included. Related documents are ED 031 115, ED 032 820, ED 035 337, ED 036 801, and EA 003 161. (RA)

ED 043 964 24 EA 003 114
Klausmeier, Herbert J.
Wisconsin Research and Development Center for Cognitive Learning. Annual Report. (6th) Academic Year 1969-70.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-5-0216
Pub Date 1 Aug 70
Contract—OEC-5-10-154
Note—67p.
EDRS Price MF-$0.50 HC-$3.45
Descriptors—*Annual Reports, Bibliographies, Organization, Personnel, Projects, Reports, *Research and Development Centers
Identifiers—Wisconsin R and D Center for Cognitive Learning
This annual report begins with a brief overview of the network of research and development centers, educational laboratories, and ERIC facilities in the United States. The second section outlines the organizational structure and main focus of the Wisconsin Research and Development Center for Cognitive Learning. The third section reviews the activities and accomplishments of the various projects at the center, and the last section summarizes its future plans. Appendixes present governing and advisory group membership, staff resumes, and a 232-item bibliography. (RA)

ED 043 965 24 EA 003 115
Maguire, Louis M.
An Annotated Bibliography of the Literature on Change.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-6-2867
Pub Date Jul 70
Contract—OEC-1-7-062867-3053
Note—136p.
EDRS Price MF-$0.75 HC-$6.90
Descriptors—*Annotated Bibliographies, *Bibliographies, *Books, Educational Change, Innovation, Organizational Change, Social Change, *Speeches
Identifiers—ESEA Title IV
This 493-item bibliography covers the gamut of change in society. Emphases are placed on the topics of educational change, innovation research, administrative change, organizational change, and social and political change. The document, divided into three parts, includes 176 books, 191 articles in books, and 126 papers and speeches. Also included are indexes of anthologies, authors, and titles. A related document is EA 003 116. (RA)

ED 043 966 24 EA 003 116
Maguire, Louis M.
Observations and Analysis of the Literature on Change.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-6-2867
Pub Date Jun 70
Contract—OEC-1-7-062867-3053
Note—46p.
EDRS Price MF-$0.25 HC-$2.40
Descriptors—Change Agents, Changing Attitudes, *Educational Change, *Educational Innovation, Literature Reviews, Models, *Organizational Change, Research Reviews (Publications), Social Change
Identifiers—ESEA Title IV
Part I of this report presents observations on the literature on change and is concerned with the value of the literature to the practitioner. It attempts to join knowledge of the change literature with knowledge of the educational setting. Part II analyzes the literature under the following headings: (1) definitions and types of change, (2) change models, (3) strategies and techniques, (4) people involved in change, (5) sources of and barriers to change, and (6) research studies of the change process. The purpose of the analysis is to present the reader with a general overview of the topic of change, and to provide some support for the observations presented in Part I. A related document is EA 003 115. (Author)

ED 043 967 EA 003 117
Azzouz, Azzedine, Comp. And Others
Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Vol. 4 No. 3, 1970.
Agence Tunisienne de Public Relations, Tunis (Tunisia).
Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No—TT-70-58034-3
Pub Date 70
Note—48p.
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—Administrative Organization, Adult Education, Art Education, *Bibliographies, Educational Philosophy, *Literature Reviews, Mechanical Teaching Aids, *Periodicals, Religious Education, Special Education, Teacher Education
Identifiers—Algeria, Libya, Morocco, Tunisia
This report, part of a series of educational bibliographies from the Maghreb countries (Algeria, Morocco, and Tunisia) and Libya, consists of excerpts from periodicals published in those countries. Each entry is marked to indicate the particular country. The articles are organized under 13 major subjects that include: the structure of educational organization in North Africa; adult education; teacher training; and religious, artistic, and special education. Related documents are ED 023 063, ED 026 892, ED 026 920, ED 029 527, ED 031 123, ED 034 455, ED 038 074, and ED 032 818. [Not available in hard copy due to marginal legibility of original document.] (JF)

ED 043 968 EA 003 123
Barr, W. Monfort And Others
Financing Public Elementary and Secondary School Facilities in the United States. National Educational Finance Project Special Study No. 7.
Florida State Dept. of Education, Tallahassee.; Indiana Univ., Bloomington. School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 70
Note—395p.
EDRS Price MF-$1.50 HC-$19.85
Descriptors—Assessed Valuation, Capital Outlay (for Fixed Assets), Construction Costs, Educational Finance, *Federal Aid, *Financial Support, Fiscal Capacity, Government Role, *Models, *School Funds, School Taxes, *State Aid, State Federal Support, State School District Relationship, Tax Support
Identifiers—ESEA Title V
This document reports the results of the National Capital Outlay Project, the purposes of which were (1) to investigate the legal basis, procedures, and practices utilized by the 50 States in providing funds for public school construction and related debt service; and (2) to generate a series of capital outlay finance models that States could use in allocating loans or grants for construction of public elementary and secondary schools. The following topics are discussed: postwar financing of public school facilities, public school construction finance trends, public school construction and the economy, State and local provisions for financing public school facilities, the Federal role in school finance, and alternative programs for financing public schools. (Author/LLR)

ED 043 969 EA 003 124
Conte, Anthony E. Mason, Eugene R.
Drug Abuse: A Challenge for Education.
New Jersey Urban Schools Development Council, Trenton.
Pub Date Aug 70
Note—197p.
Available from—New Jersey Urban Schools Development Council, 1000 Spruce Street, Trenton, New Jersey 08638 ($2.25)
EDRS Price MF-$0.75 HC-$9.95
Descriptors—*Board of Education Role, *Drug Abuse, *Drug Addiction, Drug Legislation, *Drug Therapy, *Health Education, Lysergic Acid Diethylamide, Marihuana, Medical Treatment, Narcotics
This report provides comprehensive information regarding drug use/abuse. The first chapter describes drugs -- those generally accepted by society as well as those less accepted -- and discusses potential psychic and physical dangers inherent in their abuse. The second chapter explains the reasons offered by drug users for their generally unacceptable social behavior. Chapter three is devoted to drug abuse education and includes a comprehensive State-by-State description of drug abuse prevention programs. Chapter four reviews facilities and programs available for treatment of drug addiction, and describes recently developed treatment methods. Appendixes include an extensive annotated list of resources that may be used to develop educational programs for students, teachers, and administrators. (JF)

ED 043 970 24 EA 003 134
Montemuro, Michael
An Assessment of the Decision Making Process Related to Curriculum Innovations with Public School Systems in Southeastern Pennsylvania. Final Report.
West Chester State Coll., Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-B-064
Pub Date Aug 70
Grant—OEG-2-9-480064-1035
Note—114p.
EDRS Price MF-$0.50 HC-$5.80
Descriptors—*Comparative Analysis, *Curriculum Planning, *Decision Making, Innovation, Rejection, Reports, Statewide Planning, Tables (Data)
Identifiers—Pennsylvania
The Pennsylvania Department of Public Instruction developed an information storage and retrieval system called PRIMES (Pennsylvania Retrieval of Information for Mathematics Education System). This system, designed to aid in elementary mathematics curriculum planning and implementation, was offered cost free to school districts; however, almost 90 percent of the invited districts chose not to participate. Focusing on the decision-making process in school districts, this study attempted to discover factors responsible for the large rejection rate. The main finding was that acceptance or rejection of the project was based largely on the degree of familiarity with the project. Administrators most likely to reject the project were those who had received little or no information about it. (Appendix C -- sample copy of PRIMES brochure -- may reproduce poorly because of marginal legibility.) (RA)

ED 043 971 24 EA 003 135
Kreitlow, Burton W. MacNeil, Teresa
The School Board and a Model for Educational Improvement. Practical Paper No. 10.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-0216
Pub Date Apr 70
Contract—OEC-5-10-154
Note—12p.; Report from the Project on Models for Effecting Planned Educational Change
EDRS Price MF-$0.25 HC-$0.70
Descriptors—Administrative Personnel, *Boards of Education, Change Agents, Community, *Educational Change, *Educational Improvement, *Models, Resource Allocations, School Systems, Social Change, Teachers

This model is proposed as an instrument for describing the process of change in school systems. It is a composite of ideas derived from the findings of researchers in the fields of agriculture and education, and from authors' observations of the change process in five Wisconsin school districts. The model describes the flow of the change process in a school system, and allows for the fact that ideas for improvement may either be supplied to, demanded by, or originated within, the school system. It also underscores the importance of interaction among all the major entities (school board members, administrators, teachers, and citizens) within the system if there is to be optimum commitment to decisions for improvement. (Author)

ED 043 972 24 EA 003 136
Runkel, Philip J.
Linking Organizations to Maintain Organizational Development and Transmit Innovation. Reprints and Occasional Papers Series.
Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-0217
Pub Date Oct 70
Contract—OEC-4-10-163
Note—8p.
EDRS Price MF-$0.25 HC-$0.50
Descriptors—*Educational Innovation, Instructional Materials, *Interaction Process Analysis, Intergroup Relations, Interpersonal Relationship, *Organizational Change, Regional Laboratories, *Research and Development Centers, School Districts, *School Organization, State Departments of Education, Systems Approach, Universities
This paper proposes the establishment of subsystems such as legitimized committees or departments to prepare school organizations for innovation and to make the transition to a changed mode of operation smoother. The subsystems are to be primarily composed of school district personnel attempting new patterns of action. The district subsystems should be organized into larger clusters to insure effective communication among interdependent educational organizations such as R & D centers, regional educational laboratories, universities, State departments of education, commercial agencies, and other sources of innovative materials and training. (Author/MLF)

ED 043 973 24 EA 003 137
Schmuck, Richard A. And Others
Organizational Specialists in a School District.
Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TR-11
Bureau No—BR-5-0217
Pub Date Oct 70
Contract—OEC-4-10-163
Note—15p.
EDRS Price MF-$0.25 HC-$0.85
Descriptors—Communication Skills, Curriculum Development, Group Norms, Intergroup Relations, *Organizational Change, Role Conflict, *School Districts, *Sensitivity Training, *Specialists, Staff Improvement, Staff Utilization, Training Techniques
This paper describes a pioneering attempt to create the role of organizational specialist in a school district. Needs for organizational specialists are cited, the implementation and training of specialists is described, and the strengths and weaknesses of the project are detailed. Suggestions for other school districts are given in a final summary. (Author)

ED 043 974 24 EA 003 138
Reiss, William
Organizational Complexity: The Relationship Between the Size of the Administrative Component and School System Size.
Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TR-10
Bureau No—BR-5-0217
Pub Date Sep 70
Contract—OEC-4-10-163
Note—32p.
EDRS Price MF-$0.25 HC-$1.70
Descriptors—*Administrative Organization, Administrative Problems, Bibliographies, Comparative Analysis, Hypothesis Testing, *Organization, *Organization Size (Groups), *Tables (Data)
This study explores the speculation that unidentified factors such as organizational complexity might account for disparate research findings regarding the relationship between the administrative component and organization size. Complexity and size of organization were found to be significantly related variables, although there is no evidence to support the notion that the administrative ratio is linearly related to either of the two organizational variables. Four areas of speculation are considered: irrationality in organization, "administrative style," wealth of the system, and Blau's "Formal Theory of Differentiation in Organizations." However, the determination of the exact form of the relationship among the three variables of administrative component size, complexity, and size of organization is still unexplained. It seems logical, however, that the next step in the accumulation of empirical knowledge would concern this growth relationship. (Author)

EC

ED 043 975 EC 030 149
Zwick, Leonard G.
Workshop for the Development and Evaluation of Study Guides of Captioned Education Films for the Deaf.
Rochester School for the Deaf, N.Y.
Spons Agency—Media Services and Captioned Films Branch, DES.
Pub Date Aug 68
Contract—OEC-0-8-001930-3634(019)
Note—331p.
EDRS Price MF-$1.25 HC-$16.65
Descriptors—Audiovisual Aids, *Aurally Handicapped, *Exceptional Child Education, *Instructional Films, Resource Guides, *Teaching Guides
Presented are the workshop-prepared study guides to accompany captioned educational films for the deaf. The guide is designed to give teachers of the deaf at all levels a guide reference to captioned films, with descriptions, reviews, and suggestions for use of the films. Films are cross-referenced, according to levels and subject areas. Types of films included are art, guidance, language arts, mathematics, science, and social studies. The study guide for each film includes the film summary, purpose, preparation for the film, motivation, followup (questions and activities), resource material, and errata. (KW)

ED 043 976 EC 030 374
Heber, Rick
Epidemiology of Mental Retardation.
Pub Date 70
Note—119p.
Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($8.75)
Document Not Available from EDRS.
Descriptors—Census Figures, Ethnic Distribution, *Etiology, *Exceptional Child Research, Geographic Distribution, *Incidence, *Mentally Handicapped, Population Distribution, Racial Distribution, Social Distribution, *Statistical Surveys
Prevalence data on mental retardation is presented including international estimates on general prevalence, age directions, geographical variations within the United States, racial and ethnic variations, economic class distributions, family variations, and population distribution in institutions. Statistics are also provided in areas of specific diseases and conditions associated with mental retardation such as prenatal and postnatal infections (both known and unknown), intoxications, trauma or physical agents, and metabolism or growth effects. Seventy seven tables and twenty one illustrations accompany the epidemiological information. (RD)

ED 043 977 EC 030 375
Easson, William M.
The Dying Child: The Management of the Child or Adolescent Who is Dying.
Pub Date 70
Note—103p.
Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.75)
Document Not Available from EDRS.
Descriptors—*Adolescents, Attitudes, *Childhood, *Death, Diseases, Parent Child Relationship, *Parent Counseling, Pathology, Personal Adjustment, Physiology, *Preschool Children
Primarily describing the child who must endure a lengthy terminal illness and prolonged period of dying, the text presents the developmental stages of the child's understanding of his own death. Characteristics of the child at various ages (preschool, elementary school, and adolescent) are examined in areas such as hospitalization effects, physiological reactions and disease symptoms, psychological and emotional effects, changes in social roles and relationships, fantasy and imagination, and religious interest. The reactions and adjustments of the family of a dying child, and the role and influence of the treatment personnel are explored. The provision of an atmosphere of love and security for the dying child is emphasized throughout the text. (RD)

ED 043 978 EC 030 383
Smith, William I.
Guidelines to Classroom Behavior.
Pub Date 70
Note—128p.
Available from—Book-Lab, Inc., 1449 37th Street, Brooklyn, New York 11218 ($2.50)
Document Not Available from EDRS.
Descriptors—Behavior Change, *Class Management, Classroom Techniques, *Discipline, *Exceptional Child Education, Flexible Scheduling, Group Behavior, *Mentally Handicapped, Parent Teacher Cooperation, Socially Deviant Behavior, Student Behavior, Student Teacher Relationship, Teacher Role, *Teaching Methods
Designed for classes of the mentally retarded but applicable to all children, the guidelines to classroom behavior present concepts of discipline and class management including teacher attitudes toward behavior, desired teacher and student relationships, the needs of the student (particularly the need for attention), and the objectives of enhancing student strengths and success areas. Techniques for the teacher are suggested such as increasing student responsibility, flexible scheduling, utilizing parent cooperation, varying the routine with unexpected activities, employing group dynamics and peer expectations, and management of arguments and hostility. The understanding of behaviors and motivations by the teacher is emphasized throughout the text. (RD)

ED 043 979 EC 030 384
Hensley, Gene, Ed. Patterson, Virginia W., Ed.
Interdisciplinary Programming for Infants with Known or Suspected Cerebral Dysfunction. Report of an Interdisciplinary Conference (Santa Monica, California, March 16-18, 1970).
Western Interstate Commission for Higher Education, Boulder, Colo.
Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.; United Cerebral Palsy Association, New York, N.Y.
Pub Date 70
Note—107p.
EDRS Price MF-$0.50 HC-$5.45
Descriptors—*Cerebral Palsy, *Conference Reports, Curriculum Development, Early Childhood, *Exceptional Child Education, *Infancy, *Interdisciplinary Approach, Physically Handicapped, Teaching Methods
The report of an interdisciplinary conference held at Santa Monica, California (March 16-18, 1970), contains papers on interdisciplinary programing for infants with known or suspected cerebral dysfunction. Following a general overview by R. R. Rembolt, a description of the Meeting Street School Home Developmental Guidance Program (Providence, Rhode Island) is presented by Eric Denhoff and others; Margaret Jones provides a program profile for infants and young children with physical handicaps, and Halbert Robinson examines the implications which cognitive research holds for early care. The psychologist's role in programing for such infants is suggested by C. R. Strother, while Frances Connor presents a curriculum concept for the very young handicapped child. Reports of the discussion groups include guidelines for educational programs and their implementations for infants with cerebral dysfunction. (RD)

ED 043 980 EC 030 385
Hensley, Gene, Ed. Patterson, Virginia W., Ed.
Changing Patterns of Professional Preparation and Services in Special Education. Selected Papers of a Working Conference (San Diego, California, March 9-11, 1970).
Western Interstate Commission for Higher Education, Boulder, Colo.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jun 70
Grant—OEG-0-7-2265(607)
Note—70p.
EDRS Price MF-$0.50 HC-$3.60
Descriptors—Administration, Ancillary Services, *Conference Reports, *Educational Trends, *Exceptional Child Education, Inservice Teacher Education, Nonprofessional Personnel, Preservice Education, Professional Education, *Professional Personnel, Program Descriptions, Services, Student Evaluation, Supervision, *Teacher Education, Volunteers
Selected papers from the conference on changing patterns of professional preparation and services in special education held in San Diego, California (March 9-11, 1970), contain topics of teacher assessment of students, by Wayne Lance, and educational services based on learning characteristics of pupils, by William Hall. Also included are Joseph Lerner's description of inservice and preservice programs of professional preparation, and Keith Larson's treatment of the use of ancillary preprofessionals and volunteer personnel in special education. The concepts of administration and supervision of special education are presented by Ernest Willenberg, and instructional programs for exceptional children are suggested by John Matson. Selected comments from small group discussions held at the conference are included. (RD)

ED 043 981 EC 030 386
Klinger, Judith Lannefeld And Others
Mealtime Manual for the Aged and Handicapped.
Pub Date 70
Note—242p.
Available from—Essandess Special Editions, 630 Fifth Avenue, New York, New York 10020 ($2.00 PB, $5.95 HC)
Document Not Available from EDRS.
Descriptors—Amputees, Consumer Education, *Cooking Instruction, *Guidelines, Handicapped, Homemaking Education, *Homemaking Skills, Home Management, *Older Adults, *Physicall Y Handicapped, Prostheses, Rehabilitation, Special Health Problems
Specific techniques to alleviate difficulties encountered in routine kitchen tasks are described for the elderly and the handicapped, particularly those persons with upper extremity weakness or amputees, arthritis, incoordination, wheelchair confinement, loss of sensation, and limited vision. Helpful information is provided in areas of kitchen planning and storage; the selection of small appliances and kitchen tools; hints on serving, cleaning up, shopping, nutrition, and meal planning; and simplified measures with eating aids. Recipes and cooking instructions are provided for numerous main dishes, vegetables, salads, soups, sandwiches, beverages, and desserts. Lists of related references, service agencies, and sources for kitchen equipment and tools provide additional information. Photographs accompany the collection of helpful hints for the handicapped homemaker. (RD)

ED 043 982 EC 030 387
Stephens, Thomas M.
Directive Teaching of Children with Learning and Behavioral Handicaps.
Pub Date 70
Note—195p.
Available from—Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($2.95)
Document Not Available from EDRS.
Descriptors—Academic Achievement, *Behavior Problems, Diagnostic Teaching, Educational Strategies, Emotionally Disturbed, *Exceptional Child Education, Learning Difficulties, *Learning Disabilities, Learning Theories, Reinforcement, Social Development, Student Evaluation, Student Records, *Teaching Guides, *Teaching Methods
Designed for teachers and other professional school personnel, the text presents the characteristics of children with learning and behavioral handicaps accompanied with an illustrative case study. The three variables of teaching (instructional media, school environment, and student behavior) are described in terms of effective manipulation of such variables. The acquisition and utilization of significant student data are explored in areas of academic skills, perceptual ability, behavior, and potential reinforcement techniques. Learning principles and theories are described, and specific teaching strategies and methods for academic and social instruction are provided. Detailed procedures for evaluation of student performance are presented, followed by a glossary of related terms and phrases. (RD)

ED 043 983 EC 030 419
Jaslow, Robert I.
Residents in Public Institutions for the Mentally Retarded.
Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date 70
Note—10p.
EDRS Price MF-$0.25 HC-$0.60
Descriptors—*Institutionalized (Persons), *Mentally Handicapped, Public Facilities, *Statistical Data, Trend Analysis
Data on institutionalized mentally handicapped persons is contained in tables describing recent trends of patient movement and administrative data in public institutions (1963-69), patient movement ratios, and personnel and financial data. Figures are listed by individual state in each category. (KW)

ED 043 984 EC 030 420
Potts, John R.
Tentative Administrator's Guide: Programs for Exceptional Children.
Arizona State Dept. of Education, Phoenix.
Pub Date 70
Note—76p.
EDRS Price MF-$0.50 HC-$3.90
Descriptors—Administration, *Exceptional Child Education, Guidelines, *Handicapped Children, *Program Planning, *State Programs, *State Standards
Identifiers—Arizona
The guide is intended to provide direction and facilitate unity in state-wide planning for the establishment and maintenance of educational programs for exceptional children in Arizona. Information for local school administrators relates to policies and procedures for initiation, organization, and operation of programs. General information on powers of the school district, certification of teachers and specialists, budgets and financing, and other topics are presented. Guidelines for the following areas are presented for each exceptionality: definition, screening and referral, evaluation, placement, review of placement, documentation, program organization, facilities, work experience, certification, application for approval, attendance reporting, and reimbursement. Exceptionalities covered are emotionally handicapped, educable and trainable mentally handicapped, homebound or hospitalized, physically handicapped, and multiply handicapped. Arizona revised statutes and various forms are appended. (KW)

ED 043 985 EC 030 421
Abel, Georgie Lee And Others
The Counseling Process and the Teacher of Children with Multiple Handicaps.
San Francisco State Coll., Calif.
Pub Date 68
Note—93p.
EDRS Price MF-$0.50 HC-$4.75
Descriptors—Case Studies, Conference Reports, *Counseling, Counselor Role, *Exceptional Child Services, *Multiply Handicapped, *Teacher Role, *Visually Handicapped
The focus of the institute on the counseling process and teachers of multiply handicapped children was on children with at least one sensory, emotional, or physical impairment in addition to a visual handicap. The roles of the specialist and the teacher in the counseling process and the determination of the best educational placement for the child were considered. The multi-disciplinary approach to children with multiple handicaps was urged. Six case studies are presented for study, and observations and implications based on the case studies are noted. A summary and recommendations for further study and follow-up are included. (KW)

ED 043 986 EC 030 422
Wiedel, Joseph W. Groves, Paul A.
Tactual Mapping: Design, Reproduction, Reading and Interpretation. Final Report.
Maryland Univ., College Park. Dept. of Geography.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date 69
Note—129p.
EDRS Price MF-$0.75 HC-$6.55
Descriptors—*Maps, Map Skills, Raised Line Drawings, Research Projects, *Tactile Adaptation, *Visually Handicapped, *Visually Handicapped Mobility, *Visually Handicapped Orientation
Reported are the findings of a research project conducted to design easily reproducible, large-scale maps for use by the blind to improve their mobility and orientation. The emphasis was on maps varying in scale from general orientation maps of metropolitan areas to mobility maps of neighborhoods or individual buildings. The design, construction, reproduction, and reading of the maps are described. Many photographs of samples of tactual mobility maps, instructions for use, and a map reading test are included. (KW)

ED 043 987 EC 030 423
Symposium on Research and Utilization of Educational Media for Teaching the Deaf: Individualizing Instruction for the Deaf Student.
Midwest Regional Media Center for the Deaf, Lincoln, Nebr.; Nebraska Univ., Lincoln. Teachers Coll.
Spons Agency—Media Services and Captioned Films Branch, DES.
Pub Date 69
Note—245p.; Proceedings of a national conference (Lincoln, Nebraska, March 17-19, 1969)
EDRS Price MF-$1.00 HC-$12.35
Descriptors—*Aurally Handicapped, Computer Assisted Instruction, Educational Technology, *Exceptional Child Education, *Individualized Instruction, *Instructional Media, Programed Instruction, Teaching Methods
Presented are the proceedings of a conference dealing with individualizing instruction for the deaf through greater use of educational media to permit the deaf student to progress at a maximum learning rate. Included are a report on the year's activities of Media Services and Captioned Films, and keynote addresses by James J. Gallagher on the organization of the educational establishment and by Gabriel Ofiesh on educational technology. Discussion papers deal with individually prescribed instruction, planning for individualized instruction of deaf students at NTID (Rochester, N.Y.), mediated self instruction, computer assisted instruction, mathematics curriculum supported by computer assisted instruction, use of programed instruction with emotionally disturbed deaf boys, and the role of media. A discussion summary and the conference program and roster are also included. (KW)

ED 043 988 EC 030 424
McGowan, John F. Gust, Tim
Preparing Higher Education Facilities for Handicapped Students.
Missouri Univ., Columbia.
Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date Feb 68
Note—107p.
EDRS Price MF-$0.50 HC-$5.45
Descriptors—*Architectural Barriers, Building Design, Campus Planning, College Buildings, *Exceptional Child Services, Facility Improvement, *Physically Handicapped, Student Personnel Services
Identifiers—Missouri University
The report summarizes significant events since 1959 in the University of Missouri's program to modify its physical plant and educational facilities and to organize and expand its student personnel services to enable handicapped students to attend the University. Reviewed are the program plan, site and building modifications, student services, and the current status of the program and recommendations for the future. Appendixes include photographs of campus modifications, and building, facility, and bus specifications. (KW)

ED 043 989 EC 030 425
Burke, Donald A.
The Media-Curriculum Specialist in Special Education: Resource Notebook. Report of the Media-Curriculum Institute (East Lansing, Michigan, June 16-20, 1969).
Michigan State Univ., East Lansing.
Spons Agency—Michigan State Dept. of Education, Lansing.
Pub Date Feb 69
Note—128p.
EDRS Price MF-$0.75 HC-$6.50
Descriptors—*Conference Reports, Curriculum, *Exceptional Child Education, Instructional Materials, Instructional Materials Centers, *Instructional Media, *Media Specialists, *Resource Guides

Designed as a resource notebook for persons interested in the Media Curriculum Resource Specialist concept, the manual presents a summary of the activities of the Media Curriculum Institute held at Michigan State University (June 16-20, 1969). The section on administrative considerations provides a script for a slide presentation on an instructional materials center; the need for a media curriculum specialist, contributed by David Haarer; and a description of the operation at the Michigan State University Regional Instructional Materials Center, by W. E. Mellon. Focusing on the instruction of teachers in the use of media curriculum, the second portion contains three slide presentation scripts to inform teachers, and suggests guides for the construction of program objectives. The final and most lengthy section provides a list of sources of educational media for speech and language services, suggestions for teacher made materials, and commercial materials and equipment suitable in such areas as the visually handicapped, hearing impaired, perceptually handicapped, gross and fine motor development, physical education, and music instruction. (RD)

ED 043 990 EC 030 426
Steele, Joe Milan And Others
Instructional Climate in Illinois Gifted Classes.
Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.
Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Program Planning for the Gifted.
Pub Date Aug 70
Note—62p.
EDRS Price MF-$0.50 HC-$3.20
Descriptors—Affective Behavior, Class Activities, Classroom Environment, Cognitive Measurement, Demonstration Projects, *Exceptional Child Research, *Gifted, *Program Evaluation, *Questionnaires, Secondary School Students, Student Attitudes
Identifiers—Class Activities Questionnaire, Illinois

In order to evaluate the Illinois program for the gifted, a study was conducted in which the Class Activities Questionnaire (CAQ) was administered to 3,138 students in Reimbursement Gifted Classes, Demonstration Gifted Classes and Average (Non Gifted) Classes (grades 6 through 12). The CAQ, which assesses both the cognitive domain (levels of thinking needed in class activities) and the affective domain (social and emotional conditions existing in the classroom), contained 30 items evaluating the dimensions of lower thought processes, higher thought processes, classroom focus, classroom climate, and student opinions. The CAQ was found to reveal clear variations in emphasis in both cognitive and affective domains. Results showed significant differences between Average and Gifted classes in the degree of emphases on higher thought processes, classroom focus, and classroom climate. Significant differences were also noted between Average and Gifted classes on the statistical factors of application, synthesis, enthusiasm, independence, memory, and test/grade stress. (RD)

ED 043 991 EC 030 427
Napier, Grace D. Weishahn, Mel W.
Handbook for Teachers of the Visually Handicapped.
American Printing House for the Blind, Louisville, Ky.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No—BR-272036
Pub Date Sep 70
Grant—OEG-2-6-062289-1582(607)
Note—117p.
EDRS Price MF-$0.50 HC-$5.95
Descriptors—*Exceptional Child Education, Instructional Materials, Program Planning, *Teaching Guides, *Teaching Methods, *Visually Handicapped, Visually Handicapped Mobility, Visually Handicapped Orientation
Identifiers—Elementary and Secondary Education Act Title III

Designed to aid the inexperienced teacher of the visually handicapped, the handbook examines aspects of program objectives, content, philosophy, methods, eligibility, and placement procedures. The guide to material selection provides specific information on the acquisition of Braille materials, large type materials, recorded materials, direct reader service, and sources for educational aids. Suggestions for the regular classroom teacher of a blind student include the use of resource or itinerant teacher, methods to aid the blind child in his adjustment, and the maximum use of time and circumstances. Techniques in the area of orientation and mobility are included with illustrations, and common visual impairments (such as glaucoma, nystagmus, and retrolental fibroplasia) are described. Sample forms and a bibliography concerning education of the visually handicapped are included. (RD)

ED 043 992 EC 030 428
Special Education Administrative Handbook.
Maine State Dept. of Education, Augusta.
Pub Date 70
Note—104p.
EDRS Price MF-$0.50 HC-$5.30
Descriptors—*Administrative Organization, *Exceptional Child Education, Financial Support, *Handicapped Children, Instructional Materials Centers, Program Descriptions, *Program Guides, State Federal Aid, State Legislation, *State Programs
Identifiers—Maine

The administrative handbook contains general information concerning Maine legislation relating to special education, state subsidy to special education programs, Title VI (A) of the Elementary and Secondary Education Act, Public Law 85-926 related to preparation of professional personnel in special education, and the services of the Special Education Instructional Materials Center at Farmington State College. Program standards and procedures are described in the following areas: educable mentally handicapped, trainable mentally handicapped, emotionally handicapped, hearing impaired, speech and language disorders, learning disabilities, visually impaired, home instruction, special/supplemental tutoring, hospital instruction, and special equipment. General definitions, eligibility requirements, teacher qualifications, financial concerns, application procedures, and various student forms are provided for each area. (RD)

ED 043 993 EC 030 429
Gentile, Frank D. Houseman, Roberta
A Development Project in Self and Home Employment for the Homebound. Rehabilitation Series 1.
Human Resources Center, Albertson, N.Y.
Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date 70
Note—26p.
EDRS Price MF-$0.25 HC-$1.40
Descriptors—Demonstration Projects, *Employment, Handicapped, *Homebound, *Job Placement

Reported is a project designed to explore the feasibility of establishing a self and home employment program for disabled homebound persons in clerical, business, and service occupations. The local homebound population was surveyed, businesses contacted, jobs studied, and five clients trained and placed. Results were successful and the jobs showed a potential for regional development. The jobs developed were insurance teleservice claims representative, bank credit collection clerk, and school substitute acquisition clerk. Companies involved were satisfied with the quality of work and interested in hiring more homebound. (KW)

ED 043 994 EC 030 430
Litchfield, Ticknor B.
A Program of Visual-Motor-Perceptual Training to Determine Its Effects upon Primary Level Children with Reading and Learning Deficiencies. Final Report.
Ramapo Central School District 1, Suffern, N.Y.
Spons Agency—New York State Education Dept., Albany. Div. of Research.
Pub Date Jul 70
Note—72p.
EDRS Price MF-$0.50 HC-$3.70
Descriptors—*Academic Achievement, *Exceptional Child Research, Eye Hand Coordination, *Motor Development, Perceptual Development, *Perceptually Handicapped, Psychomotor Skills, Reading, *Visually Handicapped

The purpose of the project was to determine to what extent visual, motor, and perceptual training would improve the reading and general achievement of children with visual, motor, and perceptual deficiencies. Eighty first, second, and third graders, identified as having such handicaps by gross and fine screening instruments, were randomly divided into experimental and control groups. For 1/2 hour per day for six months, training exercises and activities were conducted in the following categories: ocular motor, movement skills, laterality and directionality, spatial judgments, eye-hand coordination, and visualization. Post-tests administered were the Fine Screening Instrument, Lorge-Thorndike IQ Test, Gates-McGinitie Reading Test, and Stanford Achievement Test. The IQ and Achievement Tests showed no gains of the experimental group over the control group. But the fine screening results showed more improvement in visual-motor-perceptual functioning by the experimental group, and anecdotal records by classroom teachers reported progress by nearly all the experimental students. (KW)

ED 043 995 EC 030 431
Programs for Exceptional Children: Annual Report 1969-1970.
Florida State Dept. of Education, Tallahassee.
Pub Date 70
Note—10p.
EDRS Price MF-$0.25 HC-$0.60
Descriptors—*Exceptional Child Education, *Handicapped Children, Professional Personnel, *State Programs, *Statistical Data
Identifiers—Florida

The 1969-70 annual report of programs for exceptional children in Florida presents statistics describing funding, screening and evaluation services, grade level of programs for each exceptionality, organization patterns (part or full time classes), personnel assignment by county and program, and numbers of children on waiting lists. (KW)

ED 043 996 EC 030 432
Taylor, T. K. And Others
Small Living Centers for Adult Retardates. Final Report.
Arizona State Dept. of Health, Phoenix. Mental Retardation Section.
Spons Agency—Public Health Service (DHEW), Washington, D.C. Mental Retardation Div.; Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date Jul 69
Note—39p.
EDRS Price MF-$0.25 HC-$2.05
Descriptors—Adults, *Facilities, *Institutionalized (Persons), *Mentally Handicapped, *Residential Programs, *Surveys
Identifiers—Arizona

The study was undertaken to develop guidelines for the establishment of living centers for mentally handicapped adults. Findings from a questionnaire sent to about 75 facilities across the country are presented (legal form of operation, location, bed capacity, waiting list, admission restrictions, coeducational or one sex only, financial support, and fees). Thirteen residential facilities for the mentally handicapped were visited, and four facilities located in Arizona are described in detail. Special attention is paid to setting, staff, program, attitude of residents, and methods of buying, preparing, and serving food. Questionnaires used and linegraphs are included, as are guidelines for establishing programs and services for the mentally handicapped. (KW)

ED 043 997 EC 030 433
Samo, Lyman L.
Statistical Data for Special Education Services Fiscal Year 1969. Annual Report.
Illinois State Dept. of Mental Health, Springfield.
Pub Date 69
Note—43p.
EDRS Price MF-$0.25 HC-$2.25

Descriptors—*Exceptional Child Services, Expenditures, Facilities, *Handicapped Children, Professional Personnel, *State Surveys, *Statistical Data
Identifiers—Illinois
Statistical data are presented on special education services in Illinois during Fiscal Year 1969. Seventeen tables of data describe facilities, population served and services received (both resident and outpatient), personnel, expenditures, and salaries of personnel. (KW)

ED 043 998 EC 030 434
Wygant, Alice
A Resource Guide for the Special Education Teacher: Working with the Mentally Retarded Educable Child.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Pub Date 68
Note—190p.
EDRS Price MF-$0.75 HC-$9.60
Descriptors—Communication Skills, *Educable Mentally Handicapped, *Exceptional Child Education, Mathematics, Mentally Handicapped, Social Development, *Teaching Guides
The guide is intended for special education or regular class teachers of educable mentally handicapped children. A general introduction discusses such children, guiding principles, educational needs, discipline problems, class organization, and direct learning opportunities. A more specific section details curriculum adjustment, planning, communication skills (including social objectives, oral and written communication, handwriting, spelling, reading, phonics, and various inventories and outlines), and computational skills (the concrete to the abstract, goals, guiding principles, problem solving, readiness program, informational and functional arithmetic, measures, vocabulary). Appendixes refer to direct learning materials and how to select and develop a unit. (KW)

ED 043 999 EC 030 435
Administrative Procedures for the Special Education Program.
Colorado State Dept. of Education, Denver. Div. of Special Education Services.
Pub Date Jan 70
Note—97p.
EDRS Price MF-$0.50 HC-$4.95
Descriptors—Administrative Organization, *Administrative Policy, *Administrator Guides, Admission Criteria, Evaluation, *Exceptional Child Education, *Program Descriptions, Records (Forms), State Legislation, *State Programs, Supervision, Work Study Programs
Identifiers—Colorado
The report of the administrative procedures for the special education programs in Colorado contains definitions of the handicapping conditions, the organization of programs evolving from the handicap categories, standards of student eligibility, and broad standards of program approval criteria. Specific programs are described including the hospital or home instruction, the multiply handicapped program, work study programs in senior high schools, foster home maintenance and responsibilities, and programs of specialty areas such as arts and crafts. Concerns of administration and supervision, evaluation techniques, special transportation, program reimbursement, cooperative services, and the District Plan are presented. Appendixes provide the Handicapped Children Education Act of Colorado, numerous special education forms, and a sample program approval form. (RD)

ED 044 000 EC 030 583
Boothroyd, Arthur
Concept and Control of Fundamental Voice Frequency in the Deaf - An Experiment Using a Visible Pitch Display.
Clarke School for the Deaf, Northampton, Mass.
Pub Date 70
Note—13p.; Prepared for the International Congress of Education of the Deaf (Stockholm, Sweden, August, 1970)
EDRS Price MF-$0.25 HC-$0.75
Descriptors—Age Differences, *Aurally Handicapped, *Exceptional Child Research, *Speech Skills, Visible Speech
Sixty severely and profoundly deaf children were involved in a study to measure their voluntary pitch control and to investigate the relationship between this skill and the variables of age, sex, hearing loss, habitual pitch, and overall speech intelligibility. Subjects were asked to match three pitch levels and hold them for 10 seconds. Results showed that overall performance was very poor. The older students demonstrated better pitch control than the younger ones, but no evidence was found that any of the other variables affected performance. (KW)

ED 044 001 EC 030 584
Boothroyd, Arthur
Sensory Aids Research Project - Clarke School for the Deaf.
Clarke School for the Deaf, Northampton, Mass.
Pub Date 70
Note—13p.; Prepared for the pre-Congress Symposium, Speech Communication Ability and Profound Deafness, International Congress of Education of the Deaf (Stockholm, Sweden, August, 1970)
EDRS Price MF-$0.25 HC-$0.75
Descriptors—*Aurally Handicapped, *Exceptional Child Research, Hearing Aids, *Sensory Aids, Sensory Training
Described is a program of research into sensory aids for the deaf, emphasizing research on factors involved in the effective use of sensory aids rather than evaluation of particular devices. Aspects of the program are the development of a programed testing and training unit, the control of fundamental voice frequency using visual feedback, and tactile stimulation using a wearable hearing aid. The experiments conducted in each of these three areas are detailed. (KW)

ED 044 002 EC 030 586
Solomon, Neil Gorwitz, Kurt
On the Care of the Mentally Subnormal: Mental Hygiene Statistics Newsletter - XI-9.
Maryland State Dept. of Health and Mental Hygiene, Baltimore.
Pub Date 70
Note—6p.
EDRS Price MF-$0.25 HC-$0.40
Descriptors—*Facilities, *Mentally Handicapped, *Residential Care, Statistical Data
Identifiers—Maryland
Statistical information on the care of the mentally handicapped in Maryland is presented. Tables contain the following data on hospital (resident) facilities for the mentally handicapped: maximum and average occupancy rates, number of hospitalized patients, total number of patients under care, number of patients on hospital books, net releases, admissions, live discharges, and deaths. (KW)

ED 044 003 EC 030 587
Kirk, Samuel A.
Better Education for Handicapped Children 1969: The Second Annual Report of the National Advisory Committee on Handicapped Children.
National Advisory Committee on Handicapped Children.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—OE-35095
Pub Date 69
Note—71p.
EDRS Price MF-$0.50 HC-$3.65
Descriptors—Administration, *Administrative Organization, Annual Reports, *Educational Needs, *Educational Programs, *Exceptional Child Education, Federal Legislation, *Handicapped Children
Identifiers—Bureau of Education for the Handicapped
The annual report reviews, evaluates, and reports on the administration and programs of the Bureau of Education for the Handicapped. Also reported upon is the status of legislation concerning the use of federal funds to assist State education agencies, institutions of higher learning, and other non-profit organizations operating educational programs for handicapped children. Current activities in BEH's Divisions of Educational Services, Training Programs, and Research are reviewed. Eleven recommendations for improving special education services are made. (KW)

ED 044 004 EC 030 588
Gallagher, William F., Ed.
Employment of Qualified Blind Teachers in Teaching Positions in the Public School Systems at Both the Elementary and the Secondary Grade Levels.
New York Association for the Blind, New York, N.Y.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date 69
Note—80p.; Report of the Regional Training Institute (The Lighthouse, New York, March 18-19, 1969)
EDRS Price MF-$0.50 HC-$4.10
Descriptors—Administrator Attitudes, *Employment Opportunities, *Teachers, *Teaching Methods, *Visually Handicapped
Reported are the proceedings of an institute on the employment opportunities for blind teachers. Included are the keynote address by Ewald B. Nyquist on the importance of employing blind teachers, two responses to it, and papers on teaching the following subjects as a blind person: grade 5, grade 6, general science in grades 7-9, math, Spanish, physics, and chemistry., Also discussed are the availability of qualified blind teachers, job seeking, and administrative considerations in the employment of blind teachers. Included are summaries of three workshops on the agency role, the blind teacher, and the school/college administrator's role, and comments received with returned survey questionnaires. (KW)

ED 044 005 EC 030 589
Jorgensen, I. Skov, Ed.
Special Education in Denmark.
Danish Inst., Copenhagen.
Pub Date 70
Note—146p.
EDRS Price MF-$0.75 HC-$7.40
Descriptors—Educational Needs, *Educational Programs, Elementary Education, *Exceptional Child Education, *Foreign Countries, *Handicapped Children
Identifiers—Denmark
Provisions for special education for exceptional children in Denmark's primary schools are described. Aspects related to special education programs which are discussed include teacher training, school psychological services, education centers. Individual handicaps are discussed, and instructions and guidance given for the teachers and other professional personnel working with exceptionality. Specially qualified teachers' organizations and organizations for the handicapped in Denmark are listed. (KW)

ED 044 006 EC 030 590
Jorgensen, I. Skov
Special Education in the Rehabilitation Programme.
Pub Date Aug 68
Note—43p.
EDRS Price MF-$0.25 HC-$2.25
Descriptors—*Administrative Organization, Comparative Education, Educational Facilities, *Educational Planning, *Exceptional Child Education, *Foreign Countries, *Handicapped Children, Services, State Schools
Identifiers—Denmark
The general objectives and philosophy of special education in Denmark are presented along with a description of the handicap categories of mental retardation, emotional disturbance, hearing deficits, visual handicaps, reading problems, speech impediments, motor limitations, and homebound and hospitalized. Special education in the public schools is described including aspects of relationships with welfare services, intermunicipal cooperation, teacher education, counseling services, school psychologists, and expenditures and finances. Special education outside the public school structure is also briefly noted. Included are special considerations relating to specific areas of handicaps and educational programing in Denmark. (RD)

ED 044 007 EC 030 592
Annand, Douglass R.
The Wheelchair Traveler.
Pub Date 69
Note—70p.
Available from—The Wheelchair Traveler, P.O. Box 169, Woodland Hills, California 91364 ($3.00)
Document Not Available from EDRS.
Descriptors—*Directories, *Hotels, Mobility, *Physically Handicapped, *Travel, Travel Training, *Wheel Chairs
Designed to aid the travel of handicapped persons in wheelchairs, the guide offers a list of

directories for the handicapped providing information on specific geographic regions and cities. Arranged alphabetically according to states, information is also presented listing hotel accomodations accompanied with their addresses and rating information on conditions and facilities of concern to the handicapped traveler. General travel hints for wheelchair individuals are briefly discussed. (RD)

ED 044 008 EC 030 593
Jorgensen, I. Skov
Special Education for Handicapped Children in the Municipal Schools in Denmark.
Pub Date 69
Note—91p.
EDRS Price MF-$0.50 HC-$4.65
Descriptors—Administrative Organization, Comparative Education, Educational Facilities, *Educational Programs, *Exceptional Child Education, *Foreign Countries, *Handicapped Children, *National Surveys, Services, State Schools
Identifiers—Denmark
Special education programs and services available to handicapped children in Denmark are described in the areas of speech deficits, visually handicapped, aurally handicapped, slow learners, mentally handicapped, retarded readers, behavior problems, and hospitalized and homebound. Also discussed are concerns of student transition and adjustment, selection and termination criteria, vocational training, continuation schools, preventive measures, the role of the school psychologist, economic and administrative problems and structure, intercommunity cooperation, and financial concerns. Information on the enrollment and categories for special education classes in Denmark from 1961-68 is presented, and the organizational structure of special education is diagramed. (RD)

ED 044 009 EC 030 594
Birch, Herbert G. And Others
Mental Subnormality in the Community: A Clinical and Epidemiologic Study.
Pub Date 70
Note—200p.
Available from—Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($12.50)
Document Not Available from EDRS.
Descriptors—Classification, Clinical Diagnosis, *Community Surveys, *Etiology, *Exceptional Child Research, *Incidence, *Mentally Handicapped, Population Distribution, Socioeconomic Background
Identifiers—Scotland
The book reports a clinical and epidemiologic study of the prevalence, distribution, and antecedents of mental subnormality in 8 to 10 year old children living in Aberdeen, Scotland (population 187,000). Utilizing three types of data (differential clinical diagnoses, biological background information, and social characteristics), the study revealed the incidence figure of 104 from the population of 8,274 children in the specified age range (prevalence rate 12.6 per 1,000). Detailed analyses of etiological considerations were conducted in areas of prenatal, birth, and perinatal conditions. Etiologic implications of the social distribution of the subtypes of mental subnormality, characteristics of family considerations in the lower social classes, and an intensive clinical consideration of births resulting in mentally handicapped children were also reported. Appendixes contain data on pupulation characteristics, research methodology, evaluation criteria, and definitions for classification. (RD)

ED 044 010 EC 030 595
Meisgeier, Charles H. King, John D.
The Process of Special Education Administration.
Pub Date 70
Note—730p.
Available from—International Textbook Company, Scranton, Pennsylvania 18515 ($10.50)
Document Not Available from EDRS.
Descriptors—*Administration, *Administrative Organization, *Administrative Policy, Administrator Role, Comparative Education, Conceptual Schemes, *Educational Planning, Educational Technology, Educational Trends, *Exceptional Child Education, Federal Legislation, Professional Education
The collection of papers concerning aspects of special education administration contains five articles on conceptual frameworks for the organization of special education services. Twelve papers examine organizational and administrative strategies and models such as coordination of services and special education services appropriate to sparsely populated areas. Federal programing and legislation are discussed in five writings, and national perspectives and trends are traced in three articles. The role, preparation, and standards of the special education administrator are explored in six papers. Also included are five contributions concerning educational facilities and technology, and two relating to international perspectives. Characteristics, preparation, staffing, and research on special education personnel are represented by four articles. An extensive annotated bibliography is provided. (RD)

ED 044 011 EC 030 596
Gardner, James M.
Training Proficiency Scale (Form A) Manual.
Ohio State Inst., Columbus.
Pub Date Aug 69
Note—23p.
EDRS Price MF-$0.25 HC-$1.25
Descriptors—Behavior Change, Evaluation Methods, *Exceptional Child Research, Mentally Handicapped, *Operant Conditioning, *Rating Scales, *Teacher Evaluation, Testing, *Training Techniques
The Training Proficiency Scale, designed to evaluate the competence of a trainer utilizing operant conditioning techniques with the mentally handicapped, is described in terms of its need, development, reliability and validity qualities, and four areas of assessment (shaping behavior, rewarding, communicating, and rapport). The scale is presented in its entirety, and instructions for scoring are provided. A glossary of terms used in behavior modification research with the mentally retarded is included. (RD)

ED 044 012 24 EC 030 606
Roweton, William E.
Creativity: A Review of Theory and Research. Theoretical Paper No. 24.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-0216
Pub Date 70
Contract—OEC-5-10-154
Note—32p.
EDRS Price MF-$0.25 HC-$1.70
Descriptors—*Creative Thinking, *Creativity, Research Projects, *Theories
The paper reviews theory and research in the area of creative thinking and behavior. Theoretical interpretations or explanations of creative thinking are classified into five categories: definitional (introspective opinions on the nature of creativity), dispositional (Personality-based), psychoanalytic, behavioristic (traditional S-R psychology), and operational (specifying conditions for increasing creative behavior) approaches. The theoretical contributions of each approach are analyzed. It is concluded that existing explanatory constructs have relied upon larger, established systems (S-R behaviorism or Freudian psychology), and that no fully matured theoretical statement has been developed and directed specifically toward creativity. (Author/KW)

EM

ED 044 013 EM 008 007
Bobrow, Daniel G.
Natural Communication with Computers II.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Spons Agency—Air Force Cambridge Research Labs., L.G. Hanscom Field, Mass.
Report No—AD-700-817
Pub Date Oct 69
Note—46p.; See also AD-658 829
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-700 817, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—Computational Linguistics, *Input Output Devices, Man Machine Systems, *Pattern Recognition, *Programing Languages, Semantics, Time Sharing
Identifiers—Film Library Instantaneous Presentation, FLIP, List Processor
Research was done to develop techniques to facilitate natural communication between computers and people, other computers, and real time devices. The work was divided into tasks covering representation of semantic information, special purpose languages, real-time input-output, pattern recognition, and time-sharing research and modeling. (Author)

ED 044 014 EM 008 009
Butler, A. K. And Others
Performance/Design Requirements and Detailed Technical Description for a Computer-Directed Training Subsystem for Integration into the Air Force Phase II Base Level System.
System Development Corp., Santa Monica, Calif.
Spons Agency—Air Force Cambridge Research Labs., L.G. Hanscom Field, Mass.
Report No—AD701-733
Pub Date Jun 68
Note—116p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-701 733, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—Automation, Computer Programs, *Military Training, Performance, *Programed Instruction, Training Techniques
Identifiers—Air Force Phase II Base Level System
The performance/design requirements and a detailed technical description for a Computer-Directed Training Subsystem to be integrated into the Air Force Phase II Base Level System are described. The subsystem may be used for computer-assisted lesson construction and has presentation capability for on-the-job training for data automation, staff, and management personnel in the operation and use of the Air Force Phase II Base Level System. System, personnel, and operational requirements specified are to be fulfilled by program elements of control, lesson building, lesson execution, trainee record processing, and off-line lesson building. Inputs, outputs, and internal processing are specified for each element. (Author/JY)

ED 044 015 EM 008 014
Griffith, Larry A.
A Time-Sharing Audio Visual Device.
Dartmouth Coll., Hanover, N.H. Thayer School of Engineering.
Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.
Report No—AD-700-437
Pub Date Jun 69
Note—67p.; Report on Project THEMIS
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-700 437, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Audiovisual Aids, *Computer Assisted Instruction, *Input Output Devices, Magnetic Tapes, Projection Equipment, Teaching Machines
An audiovisual terminal device for computer-aided instruction is described in this report. The device consists of a slide projector and a tape recorder connected to the teletype output terminal of a computer in such a way that the computer can dynamically select any of the content of either device for presentation. The report contains a discussion of the general design of the system, a user's manual, and a description of the technical aspects of various pieces of hardware used in the system. (JY)

ED 044 016 EM 008 025
Automated Leadership Training Program. B. Equipment Requirements.
Human Resources Research Organization, Alexandria, Va.
Report No—AD-701-605
Pub Date May 69
Note—32p.; See also Part A., AD-701 604
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-701 605, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—Automation, *Equipment, Instructional Aids, Leadership Training, Magnetic Tapes, *Military Training, Tape Recorders
Identifiers—*Automated Leadership Training Program
The equipment requirements for the Army's Automated Leadership Training Program are described in this report. The equipment provided

by the Program is listed, along with the equipment necessary to have on hand. Some suggestions are offered on the choice of a tape recorder and player. Certain pieces of equipment must be modified to run the program. These modifications are illustrated and a system checkout procedure is described. Instruction is provided in the repair of minor problems in the programer and in the use of an external speaker. (JY)

ED 044 017 EM 008 161
Meyer, Jon K.
Bibliography on the Urban Crisis. The Behavioral, Psychological, and Sociological Aspects of the Urban Crisis.
National Inst. of Mental Health (DHEW), Chevy Chase, Md. Center for Studies of Child and Family Mental Health.
Report No—PHS-Pub-1948
Pub Date 69
Note—452p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (1969 0-355-009, $3.75)
Document Not Available from EDRS.
Descriptors—*Bibliographies, Civil Disobedience, Civil Rights, Demonstrations (Civil), Federal Programs, Ghettos, Literature Reviews, *Minority Groups, Poverty Programs, Socioeconomic Background, *Urban Environment, *Violence
Academic and popular writings on the causes, effects, and responses to urban disorders are cited in this bibliography. Although many earlier works are represented, most of the material cited is from the years between 1954 and 1968. Each citation is listed under one of ten broad subject categories. Under each heading, the citations are arranged first according to year of publication, and then within each year are listed alphabetically by first author. At the end of some subject headings a notation is made of relevant audiovisual material. A reference number is assigned to each citation. A computer-generated author index and subject index are provided which cross-reference the works by their assigned reference number. (JY)

ED 044 018 95 EM 008 203
Jordan, Donald I.
The Multiplier Handbook.
Agency for International Development (Dept. of State), Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 63
Note—80p.
EDRS Price MF-$0.50 HC-$4.10
Descriptors—*Audiovisual Aids, Bulletin Boards, Chalkboards, Exhibits, Instructional Aids, *Material Development, *Teacher Developed Materials
The emphasis in this bandbook is on simple, inexpensive methods of producing effective visual aids. Various methods of lettering are shown, and the planning of a layout for visual materials is discussed. Ways to make and use chalk boards, flannel boards, and bulletin boards are demonstrated, as well as the techniques of silk screen, hand duplication, model building, and puppet making. The production of charts, posters, flash cards, and flip books is described. Some suggestions for combining various media into an effective exhibit are offered. (JY/MF)

ED 044 019 EM 008 243
Williams, Richard H. And Others
Overall Application of Computer Technology to the Education and Research Programs of Air University. Final Report.
System Development Corp., Santa Monica, Calif.
Spons Agency—Air Force Human Resources Lab., Wright-Patterson AFB, Ohio.
Report No—AD-703-730
Pub Date Dec 69
Note—196p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-703 730, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—College Curriculum, Computer Assisted Instruction, *Computers, Digital Computers, *Educational Planning, *Electronic Data Processing, Information Retrieval, Programed Instruction, Programing, Test Construction, Universities
Identifiers—*Air University
A study was conducted to determine the applicability of computer technology to the education and research activities of Air University. Twenty-five units of the University were studied in depth. The information thus collected provided the data required for analysis. Data analysis indicated the set of functional education and research activities that were amenable to and would benefit most from the application of computer assistance. Further analysis identified the computer-based functional capabilities required. The conclusion derived from this analysis activity was that Air University should start action to procure an on-line interactive time-shared primary mission computer system that would be capable of background production with batch-processing availability. The equipment, software, and personnel required to operate such a system are described and several system configuration options are suggested. (Author/JY)

ED 044 020 EM 008 246
Connelly, E. M. And Others
Study of Adaptive Mathematical Models for Deriving Automated Pilot Performance Measurement Techniques. Volume II. Appendices. Final Report.
Melpar Div. of American Standard, Inc., Falls Church, Va.
Spons Agency—Air Force Human Resources Lab., Wright-Patterson AFB, Ohio.
Report No—AD-704-115
Pub Date Oct 69
Note—508p.; See also Volume I, AD-704 597
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-704 115, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—Analysis of Variance, *Automation, *Flight Training, Mathematical Models, *Measurement Techniques, Performance Criteria, Programing, Simulators
A new approach to deriving human performance measures and criteria for use in automatically evaluating trainee performance is described. Ultimately, this approach will allow automatic measurement of pilot performance in a flight simulator or from recorded in-flight data. An efficient method of representing performance data within a computer is described. A system of adaptive mathematical and computer models is developed to examine representative performance data corresponding to know n skill levels and to independently develop a unique method of performance evaluation. Three types of models are developed, each of which is designed to derive and use unique types of performance measures: (1) state-transfer measures, based on overall trends of the performance; (2) absolute measures, based on a comparison of actual performance with some reference or standard; and (3) relative measures, based on relations among various performance variables. A preliminary demonstration and an evaluation of the system are presented, using a simulated aircraft landing program to provide hypothetical test data. (Author/JY)

ED 044 021 EM 008 326
Corripio, Armando B.
Hybrid Computation at Louisiana State University.
Louisiana State Univ., Baton Rouge. Dept. of Chemical Engineering.
Spons Agency—Air Force Office of Scientific Research, Arlington, Va.
Report No—AD-705-362
Pub Date 69
Note—5p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-705 362, MF $.95, HC $3.00)
Journal Cit—Proceedings, Southern Regional Section's Seminar, Clemson University, South Carolina, p137-140 Nov 1969
Document Not Available from EDRS.
Descriptors—Analog Computers, *Computer Based Laboratories, Computers, Computer Science, *Computer Science Education, Data Processing, Digital Computers, Educational Facilities, Higher Education, Programing Languages, Teaching Methods, Universities
Identifiers—Formula Translating System, FORTRAN, Project THEMIS
Hybrid computation facilities have been in operation at Louisiana State University since the spring of 1969. In part, they consist of an Electronics Associates, Inc. (EAI) Model 680 analog computer, an EAI Model 693 interface, and a Xerox Data Systems (XDS) Sigma 5 digital computer. The hybrid laboratory is used in a course on hybrid computation and is also used for demonstration in short-courses and workshops on mathematical modeling and optimization, automatic control theory, and digital control. Open-shop operation of the laboratory has been quite successful, and graduate students and faculty members find it convenient to use the laboratory in their research projects. Highlight of the first six months of operation has been the small amount of maintenance required. The weak link in the system is the software. One of the questions that arose was whether symbolic (assembly) language should be taught to engineers in the hybrid computation course. All the students seemed to enjoy the course, although the consensus was that it was a lot of work. (MF)

ED 044 022 EM 008 346
Di Vesta, Francis J. And Others
Instructional Strategies: Multivariable Studies of Psychological Processes Related to Instruction. Annual Report, July 1970.
Pennsylvania State Univ., University Park. Dept. of Educational Psychology.
Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C.
Pub Date Jul 70
Note—262p.
EDRS Price MF-$1.00 HC-$3.20
Descriptors—*Educational Strategies, *Individual Differences, Learning Characteristics, Learning Motivation, *Learning Theories, Performance Factors, *Psychoeducational Processes, Recall (Psychological), Student Role
The studies described in this report were concerned with the effect of active student behaviors, such as note-taking, listening, verbal responding, and test-taking, and the effect of individual differences on the transformation, storage, and retrieval of information. The roles of such individual characteristics as personality, background, and aptitude were explored in two studies. The motivational facets of instruction were the subject of two other studies. Four studies were conducted in an effort to determine the nature of the interaction of instructional treatments with the dynamic properties of individual difference variables. Six studies were completed which relate to the structuring of instructional activities by the teacher and student and to the use of instrumental activities by students. Social-context factors were examined in three studies. (JY)

ED 044 023 EM 008 372
Gropper, George L. Short, Jerry G.
Job Corps Language Program. Final Report.
American Institutes for Research, Pittsburgh, Pa.
Spons Agency—Office of Economic Opportunity, Washington, D.C. Job Corps.
Pub Date May 69
Note—69p.
Available from—American Institutes for Research, 135 North Bellefield Avenue, Pittsburgh, Pennsylvania 15213
Document Not Available from EDRS.
Descriptors—Articulation (Speech), Oral Communication, *Oral English, Phonology, *Remedial Instruction, *Speech Education
Tryout results indicated that a speech and language program developed to improve employability of Corpsmen accomplished one of its two goals; that is, it taught Corpsment the concepts underlying the correct production of standard speech and language patterns. The program consisted of audio tapes, notebooks with pictorial and verbal stimulus materials, and a record book designed for self-scoring exercises. It had seventy-five lessons, some of which were scheduled more than once for a total of ninety-five instructional hours. The final version of the program provides additional practice to achieve the second goal: to move Corpsmen closer to the goal of using standard English in situations (such as job interviews) calling for spontaneous speech. Specific problems of enunciation and grammar are given with before-and-after error rate. (MF)

ED 044 024 EM 008 419
Gordon, Ronald F.
Microfiche Viewing Equipment.
Defense Documentation Center, Alexandria, Va.
Spons Agency—Department of Commerce, Washington, D.C.
Report No—AD-701-600

Pub Date Mar 70
Note—97p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-701 600, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Equipment Evaluation, *Microfiche, Microforms, *Projection Equipment

All known microform viewer manufacturers and distributors located in the United States were contacted in the gathering of material for this descriptive directory of microfiche readers and reader/printers. Each of the 47 models selected for inclusion is accompanied by a photograph, order information, and a checklist for these features: fiche formats, magnification, screen size and angle, screen type and color, positioning controls, frame indexing, image rotation, variable light controls, optical system, power requirement, construction, weight and dimensions, and other features as applicable. (MF)

ED 044 025 EM 008 429
Hug, William E., Ed. Miller , Thomas E., Ed.
The Big M in Education. Media Specialist: A Role Defined.
Alabama Committee for the Preparation of Educational Media Personnel, Auburn.
Pub Date 70
Note—40p.
EDRS Price MF-$0.25 HC-$2.10
Descriptors—Certification, Guidelines, Library Standards, *Media Specialists, Standards
Identifiers—Alabama Education Study Commission, Standards for School Media Programs

A report by the Alabama Committee for the Preparation of Educational Media Personnel summarizes the related literature, defines the role of the media specialist, lists projected terminal and enroute competencies of media specialists, and makes recommendations aimed at improving the professional status of the media specialist. The history and function of the Committee and a summary of its work is given in the foreword. Members of the Committee are listed in the appendix. (MF)

ED 044 026 95 EM 008 432
Weisgerber, Robert A. Danoff, Malcolm N.
Evaluating the Potential of Films for Improving Self Image in Minority Group Children. Interim Technical Report: Phase I.
American Institutes for Research, Palo Alto, Calif.
Spons Agency—Arts and Humanities Program Branch, DHER.
Report No—AIR-844-12-69-1R
Pub Date 31 Dec 69
Contract—OEC-9-9-140904-0036
Note—128p.
EDRS Price MF-$0.75 HC-$6.50
Descriptors—Audiences, *Films, Instructional Films, *Minority Group Children, Negro Achievement, Negro Attitudes, *Negro History, Negro Leadership, Negro Role, Questionnaires, *Self Concept, Self Esteem, Slavery
Identifiers—ERIC Dialog Online Retrieval System, *Frederick Douglass

Phase I of a three-phase project to produce a film that would effect self-concept in minority children was concerned with the effect of an existing film, "Frederick Douglass," starring a black hero. Questionnaires were sent the 205 purchasers of the film; response indicated that there is considerable doubt that the target audience (black youth) is being reached in any substantial way. Of 138 teachers who were sent questionnaires, only 37 responded; of these, only 10 used the film for affective purposes. Consultants, viewing the film, felt that blacks would definitely shift in the direction of greater self-esteem as a result of seeing the film. Experimental findings of audience effects done in the seventh and eighth grades of four schools suggest that the present film did not have an effect on the self-concepts of the students participating in the study; but that most students, regardless of sex and race, tended to identify with the young black hero. It is recommended that the new film should be dramatic, should have a black hero and a black heroine, and should emphasize personal values. A definite effort should be made to insure that the film does reach its intended audience. Appendices include a selected ERIC bibliography concerning Negro self-image. (MF)

ED 044 027 EM 008 433
Report of the Board Committee on Long Range Planning.
National Association of Educational Broadcasters, Washington, D.C.
Pub Date [70]
Note—19p.
EDRS Price MF-$0.25 HC-$1.05
Descriptors—Audiences, Computers, *Cooperative Planning, Cost Effectiveness, Data Collection, Data Processing, Educational Innovation, Educational Planning, Educational Radio, Educational Technology, *Educational Television, *Media Technology
Identifiers—Corporation for Public Broadcasting, Educational Media Index, NAEB, *National Association of Educational Broadcasters

The impact of predicted technological developments on educational broadcasting depends on the long range planning done to exploit them. It is expected that in the future computers will be used extensively by broadcasting agencies to collect, analyze, and provide, on call, a wide range of data about audience groupings. Determination of program goals will be affected by technological developments that will allow geographically dispersed people and agencies to participate in this aspect of programing. Information about program resources will be made available through an index or storage bank. Computers will also facilitate cost effectiveness accounting. New audio and video storage devices and techniques will affect the production and assembly of programs. The new technologies will have the most profound effect on program transmission and distribution, making possible the satisfaction of a wider variety of instructional, informational, and cultural purposes. New devices for distribution and playback will make it possible for schools to retrieve instructional materials at times of greatest convenience. It is most important that in the planning stage, educational broadcasting interests be granted respect and a sizeable increase in their role. (MF)

ED 044 028 EM 008 435
Bell, Norman T. Moon, Robert D.
Teacher Controlled Computer Assisted Instruction.
Michigan State Univ., East Lansing.
Pub Date [69]
Note—27p.
EDRS Price MF-$0.25 HC-$1.45
Descriptors—Business Education, *Computer Assisted Instruction, *Computer Oriented Programs, Computer Programs, Computer Science Education, *Estimated Costs, Information Retrieval, Language Arts, Mathematics Instruction, Science Instruction, Statistics
Identifiers—Basic Indexing and Retrieval System, BIRS

In this time of high cost, it is important not to focus on tutorial computer-assisted instruction (CAI) as the only way to use a computer effectively in instruction. Teacher controlled CAI--classroom use of CAI, augmented by a television display--provides one alternative. Non-tutorial classroom demonstrations can be arranged in business education, in science, and in statistics. Simple games with a computer can be played by a Mathematics class and, also, by a Language Arts class. Another alternative, not usually considered as being part of CAI, is class use of information retrieval. High cost may even be justified when computers are used to teach about computers. A computer program for determining whether to rent or to buy a computer system is given. (MF)

ED 044 029 EM 008 475
Snow, Glenn Gardner
An Analysis of the Doctoral Level Preparation Programs in the Field of Instructional Technology at Selected Institutions.
Michigan State Univ., East Lansing. Coll. of Education.
Pub Date [69]
Note—160p.; Paper presented at Annual Meeting of the Association for Educational Communications and Technology, formerly DAVI (Detroit, Michigan, April 27 - May 1, 1970). Thesis submitted to Michigan Stat e University
EDRS Price MF-$0.75 HC-$8.10
Descriptors—Audiovisual Coordinators, Audiovisual Directors, Curriculum Evaluation, Degree Requirements, Doctoral Degrees, *Doctoral Programs, Guidelines, *Instructional Technology, Literature Reviews, *Media Specialists, Teacher Educator Education
Identifiers—Indiana University, Michigan State University, Syracuse University, University of Southern California

The purpose of this study was to gain some insight into the competencies and experiences needed by professional personnel at the doctoral level for optimum preparation in the field of instructional technology. The higher institutions selected as the population sample were the University of Southern California, Michigan State University, Syracuse University, and Indiana University. Information was gathered from catalog listings , course syllabi, promotional brochures, and student handouts, as well as from a written questionnaire sent to randomly selected students, graduates, and staff. Recommendations were sought from scholars, innovators, and philosophers in the field. The related literature was reviewed. The result of the information-gathering process was an in-depth view of the process of doctoral education in instructional technology as it exists today and a set of guidelines for improving this process in the future. A bibliography, samples of the forms used to gather information, and a statistical analysis of the data are appended. (JY)

ED 044 030 EM 008 476
Selection of Educational Materials in the United States Public Schools.
Institute for Educational Development, New York, N.Y.
Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
Pub Date 69
Note—345p.
EDRS Price MF-$1.50 HC-$17.35
Descriptors—*Instructional Materials, Material Development, Public School Systems, *Selection, State School District Relationship, *State Standards, Textbook Selection
Identifiers—United States

The objective of this study was to collect "-baseline" data with which to examine a complex process in the educational system--the selection of educational materials. The first part of the study analyzes the statutes of the fifty states which bear upon selection and purchase of educational materials. The purpose of this analysis is to determine the ways and the extent to which legal requirements constitute impediments to the selection, purchase, and introduction of materials. The second part of the study presents a survey of materials selection procedures in ten states. The states were chosen because they were representative of particular legal patterns of selection, or because they were examples of important but deviant selection procedures. The third part of the study describes the views of a sample of materials producers on the selection process. These views were solicited because it was felt that salesmen and salesmanagers may actually effect the locus of decision making in a system with regard to materials selection. A glossary and a bibliography are appended. (JY)

ED 044 031 EM 008 484
Valverde, Horace H. Roberts, Ralph E.
A Responder for Use in Programmed Lectures.
Air Force Human Resources Lab., Wright-Patterson AFB, Ohio.
Report No—AD-708-504
Pub Date May 70
Note—22p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-708 504, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—Electronic Equipment, *Instrumentation, Measurement Techniques, Military Training, *Programed Instruction, Response Mode, *Student Reaction, Test Scoring Machines
Identifiers—Student Responder

A device called the Student Responder may be used to obtain student responses during programed instruction lectures. In Air Force flying and technical training programs, the device can be used in a dimly-lit or darkened classroom during slide presentations. When multiple-choice questions are projected on the screen, the student responses are illuminated and thus can be seen clearly by the instructor. The parts required to build the responder are identified, the prices of

the parts listed, and a step-by-step procedure for constructing the device is presented. (Author)

ED 044 032 EM 008 485
Fenichel, Robert R. And Others
A Program to Teach Programming.
Massachusetts Inst. of Tech., Cambridge.
Spons Agency—Office of Naval Research, Washington, D.C.
Report No—AD-706-268
Pub Date Oct 69
Note—6p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-706 268, MF $.95, HC $3.00)
Journal Cit—Communications of the ACM; v13 n3 p141-146 Mar 70
Document Not Available from EDRS.
Descriptors—Computer Assisted Instruction, Cost Effectiveness, Programed Instruction, *Programing, Programing Languages, *Teaching Methods
Identifiers—*TEACH System
The TEACH system was developed to provide inexpensive, effective, virtually instructorless instruction in programing. The TEACH system employed an interactive language, UNCL. Two full sections of the TEACH course were taught. The results of this experience suggested ways in which the research and development effort on the system should be continued and provided information for evaluating the effectiveness of the course. Pedagogically, the system appears to be successful; straightforward reimplementation should make it economically successful as well. An appendix contains a complete description of the UNCL interpreter. (Author/JY)

ED 044 033 EM 008 487
Brooks, Lloyd O.
Research on Response Mode and Feedback Characteristics in Automated Instruction. Final Report.
American Institutes for Research, Palo Alto, Calif.
Spons Agency—Office of Naval Research, Washington, D.C.
Report No—AD-709-454
Pub Date Jul 69
Note—11p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-709 454, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, Automation, Decision Making, *Feedback, Learning, Performance Factors, *Programed Instruction, Programing, *Response Mode, Teaching Methods
Identifiers—American Institutes for Research
An annotated list of technical reports, journal articles, book chapters, and conference papers produced by members of the staff of the American Institutes for Research in the past ten years is provided. The earliest research addressed fundamental issues in programed instruction. Later, it came to address issues common to both programed instruction and computer-assisted instruction. Throughout, the major factors of interest as they related to learning have been response modes, the cueing of responses, and feedback. (Author/JY)

ED 044 034 EM 008 489
Dwyer, Thomas A. And Others
A Primer for the NEWBASIC/CATALYST System.
Pittsburgh Univ., Pa.
Pub Date Oct 70
Note—54p.
EDRS Price MF-$0.25 HC-$2.80
Descriptors—Computer Assisted Instruction, *Manuals, *Programing Languages, Programs, Time Sharing
Identifiers—BASIC, Beginners All Purpose Symbolic Instruction Code, CATALYST, Computer Augmented Teaching and Learning System, NBS Basic, *NEWBASIC/CATALYST System
Assuming no previous experience with computers, this primer is designed to help students, teachers, scientists, and other scholars to learn how to use the NEWBASIC/CATALYST system (NBS). The primer contains nine sections: (1) instructions for establishing contact with the computer (logging on); (2) examples and problems to lead the student through the use of the rudiments of NBS; (3) an introduction to advanced NBS and the use of files; (4) an introduction to ComShare Executive commands, with application to CAI lesson management; (5) explanations and examples of the CATALYST features; (6) information about the use of functions in NBS; (7) suffixes, multiple statements, extended data types, matrix operations, debugging commands, and scientific applications; (8) format control, QED (text editor), business and administrative applications; and (9) a combined index and summary of NEWBASIC/CATALYST. (MF)

ED 044 035 EM 008 511
Rogers, Everett M.
Research Utilization in Rehabilitation.
Michigan State Univ., East Lansing. Dept. of Communication.
Pub Date Oct 70
Note—29p.; Paper presented at National Conference on the Psychological Aspects of Disability (Monterey, California, October 26-28, 1970)
EDRS Price MF-$0.25 HC-$1.55
Descriptors—Communication (Thought Transfer), Communication Problems, Reading Research, Research, Research and Development Centers, *Research Utilization, *Vocational Rehabilitation
Identifiers—BRIEFS, Bring Research Into Effective Focus
In terms of its attention to research utilization, vocational rehabilitation today may be where agriculture was in 1913. One reason for this is an inadequate understanding of the process of research utilization. Scattered studies of research utilization have occurred, but suffer from a lack of integration. Among propositions that may be postulated to attempt such an integration are these: (1) communication between the research system and client system is facilitated by a linking system; (2) communication of research results and/or client needs between a research system and a linking system is facilitated by the degree of homophily between researchers and linkers; and (3) the linking system depends upon homophily between researchers and linkers and between linkers and clients and the use of opinion leaders to bridge the heterophily gap. Research utilization may be improved by increasing the technical competence of clients, by attention to client feedback, by training organization managers to manage change, and by orientation of research to needs of practitioners. Further research is needed to determine the ideal structure for research utilization in vocational rehabilitation. Consolidation of vocational rehabilitation researchers in a small number of mission-oriented centers might be advisable. (MF)

ED 044 036 EM 008 514
Meetham, A. R., Ed. Hudson, R. A., Ed.
Encyclopaedia of Linguistics, Information and Control.
Pub Date 69
Note—718p.
Available from—Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 ($40.00)
Document Not Available from EDRS.
Descriptors—*Computer Science, Cybernetics, Documentation, Economics, Electronic Control, *Encyclopedias, *Information Science, *Linguistics, Mathematics, Physics, Physiology, Psychology
Intended to help human communications in the wide area which is being opened up by computers and by the new thinking they have generated, this encyclopaedia has been compiled with the help of specialists who are physicists, mathematicians, computer scientists, systems consultants, economists, psychologists, physiologists, documentalists, and students of linguistics. The central concept of the encyclopaedia is that of the signal. Each article is followed by a bibliography. An index/glossary is appended. (MF)

ED 044 037 EM 008 515
Kepes, Gyorgy, Ed.
Education of Vision.
Pub Date 65
Note—233p.
Available from—George Braziller Publishing Co., 215 Park Avenue South, New York, N. Y. 10003 ($12.50)
Document Not Available from EDRS.
Descriptors—Nonverbal Ability, Sensory Experience, *Sensory Training, *Visual Learning, Visual Perception, Visual Stimuli
The essays in this book concern themselves with the carefully sequenced interplay between sensory, imaginative awareness and disciplined, scientific knowledge. They deal specifically with sharpening visual perception. The opening essays analyze the fundamental characteristics of visual faculties. The next group of essays deal with vision as an important implement in facilitating comprehension of complex scientific information. The remaining essays are concerned with concrete educational techniques for developing visual sensibilities. The authors of these essays come from a variety of backgrounds: physics, art, education, and psychology. The essays are extensively illustrated. (JY)

ED 044 038 EM 008 516
Wheelbarger, Johnny J.
An Investigation of the Role of Pictorial Complexity in Visual Perception.
Virginia Univ., Charlottesville. School of Education.
Pub Date 10 Aug 70
Note—94p.; Thesis submitted to the School of Education of the University of Virginia
EDRS Price MF-$0.50 HC-$4.80
Descriptors—Audiovisual Aids, Color Presentation, *Doctoral Theses, Illustrations, Nonverbal Learning, Pictorial Stimuli, *Realism, Slides, *Visual Learning, Visual Stimuli
Several theories in audiovisual education hold that learning from a visual illustration is directly related to the realism of the visual aid. In order to test this theory, five treatment groups were established. All groups were pretested, taught the same unit of instruction, and posttested. Four groups saw slide sequences in which were viewed illustrations with a different degree of realism: line drawing (black and white), line drawing (color), shaded drawing (black and white), and a shaded drawing (color). The fifth group saw a slide presentation with words only. The results of the study showed no significant difference among the five groups in learning achievement. The only significant difference observed was that the high IQ students who received the verbal-only treatment tended to score lower on the recognition test. (JY)

ED 044 039 95 EM 008 521
Knutson, Jack M. Prochnow, Robert R.
Computer Assisted Instruction for Vocational Rehabilitation of the Mentally Retarded.
Texas Univ., Austin. Coll. of Education.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Report No—Monograph-2
Pub Date Aug 70
Grant—OEG-RT-12
Note—54p.
EDRS Price MF-$0.25 HC-$2.80
Descriptors—Behavioral Objectives, *Computer Assisted Instruction, Computer Graphics, Computer Programs, *Educable Mentally Handicapped, Individualized Instruction, Individualized Programs, *Instructional Materials, Programed Instruction, Retarded Children, Task Analysis, *Vocational Rehabilitation
Identifiers—Texas Central Education Agency
A computer-assisted instructional module to teach educable mentally retarded students the survival skill of making change was developed in a two-year project at the University of Texas at Austin. Behavioral objectives were determined through consultation with various interested personnel, including the staff of the Vocational Training Annex at the Austin State School and the staff of the Mary Lee School of Special Education. After determining subskills by task analysis, it was determined that the ability to identify the denominations of coins and to know the proper value of each was a necessary minimal entering behavior. The IBM 1500-1800 computer system was chosen for its reliability and sophisticated terminals. A metal overlay keyboard was designed containing ten oversize keys; this allowed actual coins to be placed on the keys. Thirty-eight subjects were used, ranging in age from 12 to 30 and in IQ from 45 to 80; 21 students completed all parts of the course. Every student who completed the course improved his score from pre- to posttest, and retention appeared to be substantial. Student responses were studied as the basis for future revisions. CAI can be used successfully with the mentally retarded student; the question remaining is whether time and money should be invested in this approach. (MF)

ED 044 040 EM 008 522
A Macro System for Computer Assisted Instruction.
Army Signal Center and School, Fort Monmouth, N.J.
Report No—AD-710-984
Pub Date May 70
Note—77p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-710 984, MF $.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, Computer Science, Programed Instruction, *Programing, Programing Languages
Identifiers—Coursewriter Language
A macro system is implemented within the Coursewriter programing language. It is designed as a time-saving system to eliminate the repetitive coding of general routines. These routines, consisting of a series of instructions originally developed to handle one particular problem (or problem section), can, with little or no modification, be incorporated in other lessons or problems. Utilization of the macros is similar to that of a subroutine. The difference between them is that a subroutine is a self-contained unit which is separate from the main program; whereas, a macro consists of a set of frequently used instructions that are included in and are dependent upon the normal flow of the main program. (Author)

ED 044 041 EM 008 523
Knirk, Frederick G.
The Problems and Successes of Instructional Television in Elementary and Secondary Schools in New York State 1966-68.
New York State Education Dept., Albany. Bureau of School Programs Evaluation.
Pub Date Jul 69
Note—54p.
EDRS Price MF-$0.25 HC-$2.80
Descriptors—Broadcast Television, Budgeting, Cable Television, Closed Circuit Television, Community Antennas, *Elementary Education, Estimated Costs, Fixed Service Television, In-service Teacher Education, *Instructional Television, Library Acquisition, Library Circulation, Programs, Scheduling, School Buildings, School Funds, Secondary Education, State Boards of Education, State Libraries, Television Research, Viewing Time
Identifiers—Educational Council Stations, *New York State
The problems and successes of instructional television (ITV) in elementary and secondary schools in New York State between 1966-68 are reported here as the basis for recommendations which may facilitate the continued development of ITV in the state. Sixty-five schools, representing 60 percent of the ITV-using schools, and nine nonusing ITV schools in the State were visited. Educational Council Stations were found to be the single greatest source of programs; these were mostly used as enrichment or resource materials. Problems most often mentioned were those of scheduling and programing. With the initial help of the State assistance program, most of the schools seem to have most of the equipment they need. Generally, all buildings are considered adequate for ITV. Teachers report that they feel comfortable with ITV. However, budget cuts may make the suspension rate of ITV as high as 25 percent for the 1969-70 school year. Some of the recommendations are that the development of Council stations, Instructional Television Fixed Service Stations, and closed-circuit television school systems in New York State should be coordinated; that the State Education Department videotape library should be expanded; and that ITV preservice and inservice training programs for teachers and school administrators should be developed. (MF)

ED 044 042 EM 008 526
Hanessian, John, Jr. Margolin, Joseph B.
Broadcast Satellites; Their Potential Use for Educational Purposes, and Their Relationship to International Understanding and Cooperation. Occasional Paper Number Three.
George Washington Univ., Washington, D.C.
Pub Date Jul 69
Note—22p.; Paper presented at Hearings before the House of Representatives Committee on Foreign Affairs; Subcommittee on National Security Policy and Scientific Developments (Washington, D.C., May 22, 1969)
EDRS Price MF-$0.25 HC-$1.20
Descriptors—*Communication Satellites, *Developing Nations, *Educational Planning, Educational Radio, Educational Television, Foreign Countries, Policy, Telecommunication
Identifiers—Committee on the Peaceful Uses of Outer Space, International Telecommunications Satellite Consort, United Nations, United States, US Communications Satellite Act of 1962, Working Group on Direct Broadcast Satellites
Although the United Nations, through its Working Group on Direct Broadcast Satellites, and the United States, through its Communications Satellite Act of 1962, have directed attention to satellite communication systems, a gulf exists between the available technology and the educational planners concerned with the potential use of such systems. Yet, in the developing countries, no other aspect of modern communications has so much interested the planners as the possibility of using broadcast satellites for educational purposes. India and Brazil, with large land areas, have been especially enthusiastic. Problems to be met in the developing countries include: illiteracy, shortage of vocational and technical skills, the level of agricultural skills, community development, public health, population control, national and international awareness, delivery of education to remote areas, and the need for capable teachers. Primary among the requirements for successful exploitation of satellite television is the existence of at least the beginning of an educational system and the maintenance of hardware for good transmission. An important consideration of the foreign policy of the United States should be the development of the most effective means of assisting other countries to participate in satellite programs. (MF)

ED 044 043 EM 008 537
Lee, Thomas Graham
Microform Systems. A Handbook for Educators.
Michigan Audio-Visual Association, Ann Arbor.
Pub Date 70
Note—67p.
Available from—Michigan Audio-Visual Association, 401 South Fourth Street, Ann Arbor, Michigan 48103 ($2.00)
Document Not Available from EDRS.
Descriptors—Educational Administration, Information Retrieval, Information Storage, *Information Systems, *Instructional Materials, Library Technical Processes, Media Technology, Microfiche, Microfilm, *Microforms
Microform systems are utilized by educational institutions for administrative, library, and instructional purposes. This booklet examines specific examples of all three types of microform usage. The basic components of a microform system-input devices, storage devices, retrieval methods, and output devices--are described and illustrated. Ten specific educational microform systems are described to serve as models for possible applications. Criteria are developed for the selection of software and hardware. A period of explosive growth for the microform industry in the seventies is predicted. Some guides to further study are provided. The names and addresses of microform manufacturers, the names of microform associations and foundations, and a bibliography are appended. (JY)

ED 044 044 24 EM 008 538
Chen, Yih-Wen
Visual Discrimination of Color Normals and Color Deficients. Final Report.
Indiana Univ., Bloomington. Audio-Visual Center.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-E-033
Pub Date Nov 69
Grant—OEG-245033-042-010
Note—73p.; Thesis submitted to the School of Education of Indiana University
EDRS Price MF-$0.50 HC-$3.75
Descriptors—Chalkboards, *Color Presentation, Educational Research, Handicapped Children, Instructional Films, Instructional Materials, *Instructional Media, Learning Difficulties, Media Research, Textbook Research, Visual Discrimination, *Visually Handicapped Orientation
Identifiers—AO H R R Pseudiosochromatic, ICI, International Commission on Illumination, *Munsell Hue Circle
Since visual discrimination is one of the factors involved in learning from instructional media, the present study was designed (1) to investigate the effects of hue contrast, illuminant intensity, brightness contrast, and viewing distance on the discrimination accuracy of those who see color normally and those who do not, and (2) to investigate the extent to which the discrimination accuracy of color deficients improves, as compared with that of color normals, as a function of brightness contrast. Color deficiencies of two types--deuternopia (green blindness) and protanopia (red blindness)--were represented by six children each in the experiment. With six color normals, they were paid to discriminate the orientation of the gap in chromatic rings presented on chromatic surrounds. The degrees of hue contrast in Part I of the study were 36, 72, 108, 144, and 180 on the Munsell Hue Circle. The illuminant intensities were 25, 50, 75, and 100 footcandles. Viewing distance was 3 meters. Brightness contrast in Part II of the study had four values between 30 and 80 percent. Illuminant intensity was 50 footcandles, and viewing distances were 5, 6, 7, and 8 meters. On the evidence of the study the recommendation is that a brightness contrast of 30 percent or more be provided in colored instructional materials. (MF)

ED 044 045 24 EM 008 539
Zinn, Karl L.
Integration of Programed Instruction in an Independent Study Program. Final Report.
Michigan Univ., Ann Arbor. Center for Research on Learning and Teaching.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-8280
Pub Date Aug 68
Grant—OEG-3-7-068280-0137
Note—127p.
EDRS Price MF-$0.50 HC-$6.45
Descriptors—Computer Oriented Programs, *Curriculum Development, *Independent Study, Instructional Materials, Programed Instruction, Programing Languages, Psychology
Identifiers—File Oriented Interpretive Language, FOIL, *Formula Translating System, FORTRAN
A general course in psychology was selected for a study in which a strategy was devised and demonstrated for integrating self-study materials into a program of independent study. A major problem was to maintain a suitable balance of author direction, teacher guidance, and student initiative. Materials offered the students were a set of objectives; a set of sample test questions; a study guide referencing films, audio tapes, lectures, textbook chapters, and journal articles; a programing language; and a set of quizzes and other learning exercises which could be used in booklet form or on a computer system. Most of the learning materials for the course were available in a room set aside for quiet study or small group discussion. Revision of the procedures and materials of the curriculum was continuous throughout the trial sessions, using data on student performance and attitude whenever possible to bring all students to a satisfactory level of achievement. A programing language, FORTRAN (Formula Translating System), and several instructional strategies were implemented for an IBM 360 time-sharing system. It is thought that the experience of this study is applicable to inexpensive curriculum development for self-instruction projects at university level. Appendices include materials relevant to the course and the study. (MF)

ED 044 046 64 EM 008 540
Telecommunications Study for the State of Illinois, Report C: Final Report.
Illinois Telecommunications Commission, Hinsdale.; System Development Corp., Santa Monica, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—NDEA-7
Bureau No—BR-7-0421
Pub Date 15 Feb 69
Contract—OEC-3-7-070421-3067
Note—356p.
EDRS Price MF-$1.50 HC-$17.90
Descriptors—Communications, Communication Satellites, Community Antennas, *Cost Effectiveness, Educational Television, Federal Aid, Models, Networks, Radio Technology, State

Agencies, State Federal Support, State Legislation, State Police, State Programs, *Telecommunication, Telephone Communication Systems
Identifiers—Illinois, Plain Old Telephone Service, POTS
The principal objective of this report, the last in a series of three, was to develop and determine cost effectiveness of alternate plans for an effective telecommunications capability through 1975 for the State of Illinois. The State is advised to contract with communications consultants to help it save money on its telephone bill. It is also advised to set up a management organization to integrate its telecommunications facilities. Computerization of portions of the management function is recommended. Nine telecommunication approaches that the State may take are considered; of these, five are costed in detail and are the basis for the development of seven competing telecommunications plans. The highest cost plan is 35 percent higher in cost than the lowest cost system; but cost is not thought to be the only consideration. It is concluded that although the state-owned and leased administrative networks are at least 45 percent more expensive than the common carrier network, they provide greater reliability and survivability. It is recommended that the State should buy more equipment and use the new frequencies, but that no extensive replacement of equipment should be made at this time. Appendices include extracts from legislation setting up telecommunication management organizations. A glossary is given. (MF)

ED 044 047 48 EM 008 541
Dimling, John A., Jr. And Others
Identification and Analysis of the Alternatives for Achieving Greater Television Program Diversity in the United States.
President's Task Force on Communications Policy, Washington, D.C.; Spindletop Research Center, Lexington, Ky.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—RR-226
Bureau No—BR-8-0479
Pub Date 26 Jul 68
Grant—OEG-3-8-080479-0036
Note—186p.
EDRS Price MF-$0.75 HC-$9.40
Descriptors—Broadcast Industry, Broadcast Television, Cable Television, Commercial Television, Community Antennas, Costs, Educational Television, Estimated Costs, Industry, *Multichannel Programing, Program Costs, Programing, Public Television, Television Surveys, *Television Viewing, Video Tape Recordings, Viewing Time
Several alternatives to the present television industry structure are considered in this study. They are: continuation of present policies, satellite-to-home broadcasting, and cable distribution of television. Trends noted are: the growth of commercial UHF (Ultra High Frequency) stations, the introduction of all-channel sets, population growth, increase in network revenue and expenses, and unchanging amount of local programing, the growth of Community Antenna Television (CATV), program origination by local CATV systems, and the concentration of control within the television industry. The prospects for wider diversity in television programs are mixed. At present, educational television contributes to this diversity. Pay television may also contribute, but is apt to encounter regulatory and economic problems. In the future, video tapes and video records will reach selective audiences in the way that books do. Satellite-to-home broadcasting offers a glamorous alternative for distributing television, but does not seem to offer program diversity. Cable television, or the wired city, may increase program diversity, depending upon its sources of support and the types of organizations that will make programs available. (MF)

ED 044 048 EM 008 542
Woulf, Constance
The Free Learner: A Survey of Experiments in Education.
Pub Date Mar 70
Note—34p.
EDRS Price MF-$0.25 HC-$1.80
Descriptors—Educational Innovation, Educational Philosophy, *Experimental Schools, Nonauthoritarian Classes, *Permissive Environment, Relevance (Education)
As an alternative to the traditional public school, some educators recommend an environment rich in academic, artistic, and athletic stimuli, from which the child can take what he wants when he wants it. This survey represents the observations of visitors to classrooms in the San Francisco Bay Area which are run on the free learner principle. Twenty private schools, two experimental programs in public schools, and two public schools which are working within the framework of compulsory education are described. As a preface to the descriptions of the actual schools, a fictitious "Hill School" is described which embodies much of the philosophy and practice of the free school ideal. A table of data is also presented which gives information about the student and teacher population and financial status of each of the schools described. This document previously announced as ED 041 480. (JY)

ED 044 049 95 EM 008 543
Ferguson, Douglas, Ed.
Information Retrieval (SPIRES) and Library Automation (BALLOTS) at Stanford University.
Stanford Univ., Calif. Computation Center.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date Nov 70
Grant—OEG-1-7-071145-4428(095)
Note—16p.
EDRS Price MF-$0.25 HC-$0.90
Descriptors—Bibliographic Citations, Book Catalogs, Information Centers, Information Dissemination, Information Needs, *Information Retrieval, Information Services, *Library Acquisition, Library Extension, Library Reference Services, Library Research, Library Technical Processes, Research Libraries, *University Libraries
Identifiers—BALLOTS, Bibliographic Automation Large Library Operations, SLAC, SPIRES, Stanford Linear Accelerator Center, *Stanford Physics Information Retrieval System
At Stanford University, two major projects have been involved jointly in library automation and information retrieval since 1968: BALLOTS (Bibliographic Automation of Large Library Operations) and SPIRES (Stanford Physics Information Retrieval System). In early 1969, two prototype applications were activated using the jointly developed systems software: an acquisition system in the Main Library (BALLOTS I) and a bibliographic retrieval system (SPIRES I) in the Stanford Linear Accelerator Center (SLAC) Library. The goals for BALLOTS II are: responsiveness to library users, efficient operation, generality, performance monitoring, and flexibility for future improvement. For SPIRES II, the goals are related to five areas: data source and content, cost and customers, search facilities, feedback, and record modification. The work of SPIRES and BALLOTS has potential beyond its immediate applications. It can support socially significant research, as in the fields of ecology and urban studies; and with remote terminals, it can provide information quickly and at the sit e of research. Such a comprehensive information facility would be, in a sense, an "extended library;" and receiving daily use, it could be offered at a favorable cost-benefit ratio. (MF)

ED 044 050 EM 008 548
Parker, Edwin B.
Stanford's Interest in Cable Television. (With Appended Submission to the Federal Communications Commission by the Stanford Cable Television Committee).
Stanford Univ., Calif. Inst. for Communication Research.
Pub Date 4 Nov 70
Note—14p.
EDRS Price MF-$0.25 HC-$0.80
Descriptors—Adult Education, *Cable Television, College Cooperation, Community Cooperation, Community Education, Computer Assisted Instruction, Continuing Education Centers, Continuous Learning, Costs, Dial Access Information Systems, *Educational Television, Higher Education, Language Laboratories, Libraries, Multichannel Programing, Programing, Televised Instruction, *Universities, University Extension, University Libraries, Video Tape Recordings
Identifiers—FCC, Federal Communications Commission, Living Library, *Stanford University
Stanford University, in planning for cable television, should be aware of the future possibilities and the costs. It should join the City of Palo Alto in obtaining a cable system, assuming that Palo Alto selects a modern two-way (subscriber response capability) system. Interconnection with other mid-Peninsula cable television systems is desirable, not only for reasons of economy, but also for the opportunity of reaching larger audiences with Stanford originated material. At least 10 percent of the channels of the cable system should be reserved for educational and instructional program origination by local educational institutions, including Stanford. A minimum of 24 channels should be provided, with provision for increasing the number of channels, if needed. Innovative opportunities include low-cost videotaping of seminars, extended language laboratory capability, dial-access information systems, access to educational video cassettes, and computer-aided instruction. Experimental instructional service could be offered on an open enrollment basis to the surrounding community, expanding the potential for lifelong learning. The suggestion is made that the Federal Communications Commission allow some funds to be paid to local institutions for educational programing. (MF)

FL

ED 044 051 FL 001 522
Adkins, Patricia G.
Teaching Idioms and Figures of Speech to Non-Native Speakers of English.
National Federation of Modern Language Teachers Associations.
Pub Date Mar 68
Note—5p.
Journal Cit—Modern Language Journal; v52 n3 p148-152 Mar 1968
EDRS Price MF-$0.25 HC-$0.35
Descriptors—Bilingual Education, Bilingual Students, *English (Second Language), Expressive Language, Figurative Language, *Idioms, *Language Instruction, *Mexican Americans, Modern Languages, Reading Materials, Second Language Learning, Second Languages, *Spanish Americans, Textbooks, Word Frequency, Written Language
A review of the difficulties Spanish-Americans and Mexican-Americans encounter in learning English, caused by a lack of knowledge of common idioms and figures of speech in current usage, leads to a discussion of two pilot studies in which the frequency of occurrence of idiomatic and figurative constructions in the reading materials presented to ninth grade classes in Texas and New Mexico is determined. Another experiment involving a class of 15 students, tested for linguistic proficiency in English and taught idioms and figures of speech for six weeks through various innovative approaches, is examined. (RL)

ED 044 052 FL 001 620
Levenston, E. A.
The "Translation-Paradigm": A Technique for Contrastive Syntax.
Pub Date Aug 65
Note—5p.
Journal Cit—International Review of Applied Linguistics; v3 n3 p221-225 Aug 1965
EDRS Price MF-$0.25 HC-$0.35
Descriptors—*Contrastive Linguistics, English, *Form Classes (Languages), Grammar, Hebrew, Linguistic Patterns, Modern Languages, Phrase Structure, Semitic Languages, *Structural Grammar, *Structural Linguistics, Synchronic Linguistics, *Syntax
Syntactic differences between languages are the focus of attention in this approach to contrastive study of grammatical categories. The categories of the first language are listed in a "translation-paradigm" opposite the possible categories of the target language after translation of the corpus. Three examples which contrast the clause, verbal group, and the word in English and Israeli Hebrew grammar are developed following M. A. K. Halliday's "categories of the theory of grammar." (RL)

ED 044 053 FL 001 858
Fries, Maureen
The Place of Ovid in the Classical Humanities Curriculum.

American Classical League, Washington, D.C.
Pub Date 27 Jun 70
Note—15p.; Speech presented at the Classical Institute of the American Classical League, State University College, Buffalo, New York, June 27, 1970
EDRS Price MF-$0.25 HC-$0.85
Descriptors—Classical Languages, *Classical Literature, *Curriculum Development, *Language Instruction, *Latin, Latin Literature, Program Effectiveness, Relevance (Education), *Secondary Schools, Student Motivation, Teacher Attitudes
Identifiers—*Ovid (Publius Ovidius Naso)
Traditionally neglected in the classical humanities curriculum, Ovid is recommended as a writer worthy of inclusion in Latin programs at the sophomore and junior levels in high schools. As one possible strategy for survival of the classical humanities curriculum, the author argues that the writings of Ovid be included on the grounds that they are contemporary and relevant to current social issues. The author specifically feels that Ovid's "Metamorphoses" should be taught as an entire work and that the influence of Ovid upon other writers should be stressed in the continuing quest for relevance in the curriculum. (RL)

ED 044 054 FL 001 867
Delattre, Pierre And Others
A Comparative Study of Declarative Intonation in American English and Spanish.
American Association of Teachers of Spanish and Portugese.; Colorado Univ., Boulder.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 62
Note—9p.
Journal Cit—Hispania; v45 n2 p233-241 May 1962
EDRS Price MF-$0.25 HC-$0.55
Descriptors—*English, *Intonation, *Language Patterns, Linguistics, Morphology (Languages), Oral Communication, Phonemes, Sentences, *Spanish, *Spectrograms, Speech, Speech Habits, Syllables, Verbal Communication, Visible Speech
A detailed, spectrographic analysis of two lectures, given by Diego Rivera and Margaret Mead, which were chosen for their realistic naturalness, permits a graphic presentation and description of the patterns of three types of intonation within the declarative sentence in Spanish and American English. They include a minor continuation (A), major continuation (B) and sentence-final intonation (C), comprising two contrasts A/B--minor continuation/major continuation, and AB/C--continuation finality. Sample texts taken from the lectures with approximated intonational patterns demonstrate the basic similarities of Spanish and American English speech. (Author/RL)

ED 044 055 FL 001 868
Delattre, Pierre
La Lecon d'intonation de Simone de Beauvoir, etude d'intonation declarative comparee (The Lesson on Intonation of Simone de Beauvoir: A Comparative Study of Declarative Intonation).
American Association of Teachers of French.
Pub Date Oct 61
Note—9p.
Journal Cit—French Review; v25 n1 p59-67 Oct 1961
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—Contrastive Linguistics, *English, *French, *Intonation, *Language Instruction, Language Patterns, *Phonetics, Pronunciation, Sentences, Spectrograms, Speech Habits, Verbal Communication, Visible Speech
Spectrographic analysis of two lectures given without notes by Simone de Beauvoir and Margaret Mead allow detailed specification of three forms of intonation characteristic of declarative sentences in English and French. Discussion of the objectives, of analysis procedures, and of results of the study which elaborate on intonational differences between the French and English structures is included in the study. (RL)

ED 044 056 FL 001 899
Rutherford, R. W., Ed. Wears, M., Ed.
Enquete sur le language de l'enfant francais (Investigation of the Language of French Children): The Spoken Language of Nine-Year-Old French Children. A Word Count Based on the CREDIF Transcriptions. Document No. 2.
Nuffield Foundation, Leeds (England).
Report No—R-Occas-P-32
Pub Date Jan 69
Note—103p.; Reports and Occasional Papers No. 32
Available from—Nuffield Foreign Languages Teaching Materials Project, The University of York, Micklegate House, Micklegate, York, England ($1.25)
EDRS Price MF-$0.50 HC-$5.25
Descriptors—*Child Language, Computational Linguistics, *French, Language Research, Linguistic Patterns, Modern Languages, Sociocultural Patterns, Speech, Speech Habits, *Tape Recordings, Unwritten Language, Verbal Development, *Word Frequency, *Word Lists
Transcriptions of recorded conversations of nine-year-old French children are analyzed and presented in this comparative word count. The actual count of the 55,588 word corpus is arranged alphabetically and contrasted with selected, identical words found in the Francais Fondamental word list. Proper nouns are listed separately at the end of the regular count, and grammatical functions of items are mentioned when a word appears. The count lists word frequency, word totals, and the Francais Fondamental word count. Discussion of classification, column labels, and notes on child language are included. For the companion document from which this word frequency count is derived see FL 001 897. (RL)

ED 044 057 FL 001 952
Levy, Kurt L., Ed.
Book List on Latin America for Canadians (Liste de livres sur l'Amerique latine a l'intention des Canadiens).
Canadian Commission for UNESCO, Ottawa, (Ontario).
Pub Date 69
Note—54p.
EDRS Price MF-$0.25 HC-$2.80
Descriptors—Art, *Bibliographies, *Culture, Dictionaries, Economic Development, Geographic Regions, *Latin American Culture, Library Guides, *Library Materials, *Literature, Periodicals, Political Socialization, Reference Materials, Religion, Social Change
Identifiers—*Latin America
Intended for librarians, students, and the general public, this bibliography provides basic sources available in either English or French. The sections, each containing from 10 to 50 entries, include: (1) general bibliographical aids; (2) useful journals; (3) geography and travel; (4) history and culture; (5) economic development, political conditions, and social structure; (6) art and music; (7) religion and thought; (8) literature in translation; (9) literary histories; and (10) dictionaries. (RL)

ED 044 058 FL 001 957
Norton, Mary E., Comp.
A Bibliography on the Value of the Classics.
Pub Date [70]
Note—7p.
EDRS Price MF-$0.25 HC-$0.45
Descriptors—Annotated Bibliographies, *Bibliographies, Classical Languages, Classical Literature, Instructional Program Divisions, *Language Instruction, *Latin, *Learning Motivation, Periodicals, Secondary School Teachers, *Student Motivation, Student Needs
One hundred items reflecting the values of Latin study include such works as Thorndike's "Mental Discipline in High School Studies" and "Why Study Latin?", a 10-minute film. The major portion of the entries is drawn from periodicals and newsletters. Selections represent a time span of 50 years with a concentration of articles from the 1960's. (RL)

ED 044 059 FL 001 958
Jiven, L. M.
A Study of Language Laboratory Teaching in German.
School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.
Pub Date Mar 66
Note—18p.; Publication No. 7 in "Didakometry" Series
EDRS Price MF-$0.25 HC-$1.00
Descriptors—Audiolingual Methods, *Educational Experiments, *German, Grade 7, *Language Instruction, *Language Laboratories, Language Skills, Methodology, Modern Languages, *Secondary Schools, Student Attitudes, Teaching Methods
This report contains experiment results obtained from a comparative study of two groups of seventh grade students learning German in Sweden. The main objectives of the investigation, which lasted one school year, are: (1) to investigate possible achievement differences in German between similar groups of students when one group is instructed mainly in the language laboratory and another group in the classroom only, and (2) to investigate possible differences in attitudes between the two groups. Results are expressed statistically in 10 tables and illustrated graphically through 11 additional diagrams. (RL)

ED 044 060 FL 001 959
Werdelin, I.
The Value of External Direction and Individual Discovery in Learning Situations: The Learning of a Foreign Alphabet.
School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.
Pub Date Nov 66
Note—8p.; Publication No. 14 in "Didakometry" Series
EDRS Price MF-$0.25 HC-$0.50
Descriptors—Alphabets, Arabic, Deductive Methods, *Discovery Learning, Educational Experiments, Grade 8, Inductive Methods, *Language Instruction, Learning Processes, *Learning Theories, Research Methodology, Scientific Methodology, *Teaching Methods, *Transfer of Training
Three samples of 58 subjects each, selected from the students of seven eighth grade classes and matched with respect to scholastic achievement, program of study, and sex, were taught a foreign alphabet (Arabic) differently. Sample A was told the principles of the alphabet and applied it to examples; Sample B was given most examples first, then told the principles, and given additional examples; and Sample C was given the examples only. There were very small differences between the samples, but there was a clear tendency that Sample A learned the principles best, but Sample C was comparatively better on tests which measured retention and transfer. (Author)

ED 044 061 FL 001 960
Meserole, Harrison T., Comp.
1969 MLA International Bibliography of Books and Articles on the Modern Languages and Literatures, Volume II: General Romance, French, Italian, Spanish, Portuguese and Brazilian, Romanian, General Germanic, German, Netherlandic, Scandinavian, Modern Greek, Oriental, African, and East European Literatures.
Modern Language Association of America, New York, N.Y.
Pub Date 70
Note—312p.
Available from—Modern Language Association, 62 Fifth Ave., New York, New York 10011 ($8.00)
Document Not Available from EDRS.
Descriptors—*African Languages, Authors, Bibliographic Citations, *Bibliographies, Citation Indexes, German Literature, *Indo European Languages, Information Retrieval, Language Classification, *Languages, Literary Criticism, *Literature, Literature Guides, Romance Languages, Slavic Languages, World Literature
Volume 2 of the four-volume, international bibliography contains over 15,300 entries referring to books, Festschriften, analyzed collections, and articles which focus on European, Asian, African, and Latin-American literatures. Nearly all entries refer to 1969 publications. The master list of the nearly 1,500 periodicals from which entries are derived is furnished at the beginning of the volume with a table of abbreviations. A section on general Romance literature subclassifies French and Provencal, Italian, Spanish, Portuguese and Brazilian, and Romanian Netherlandic, and Scandinavian literatures. The remaining categories classify works on modern Greek, Oriental, African, and East European literatures. A computer-generated index of authors concludes the bibliography. (RL)

ED 044 062 FL 001 964
Schevill, Isabel Magana
Manual of Basic Spanish Constructions: An Advanced Review.
Stanford Univ., Calif.
Pub Date 70
Note—171p.

Available from—I. M. Schevill, Department of Spanish and Portuguese, Stanford University, Stanford, California 94305 ($3.95)
Document Not Available from EDRS.
Descriptors—Advanced Programs, Case (Grammar), *College Language Programs, *Composition (Literary), Composition Skills (Literary), Descriptive Writing, Form Classes (Languages), Language Styles, *Language Usage, *Spanish, Spanish Literature, Structural Analysis, Structural Grammar, Structural Linguistics, Syntax, *Textbooks, Verbs, Writing Exercises

Departing from the prescriptive approach to teaching advanced Spanish composition and stylistics, this manual is based on the analysis of constructions and style in contemporary Spanish literature--particularly the drama. The 20 sections emphasize linguistic difficulties of a conceptual nature rather than factual information. Topics include: (1) point of view in tense and mood; (2) forms and usages of tenses; (3) nouns and adjectives; (4) articles, possessives, and demonstratives; (5) personal pronouns; (6) comparison of adjectives and adverbs; (7) irregularities in verbs; (8) special constructions and expressions; (9) uses of "para" and "por"; (10) passive constructions; (11) uses of "ser" and "estar"; (12) preterite and imperfect; (13) point of view in imperfect and preterite; and (14) seven sections on the subjunctive concerning meaning and function, noun clauses, sequence of tenses, adjective clauses, adverbial clauses, and "if"-clauses. The appendixes include coverage of basic principles of pronunciation, a supplementary verb index, and various supplementary exercises. Frequent examples in Spanish are provided with English translations. (RL)

ED 044 063 48 FL 001 969
Paquette, Andre F. Tollinger, Suzanne
The MLA Foreign Language Proficiency Tests for Teachers and Advanced Students: Analysis of the Performance of Native Speakers and Comparison with That of NDEA Summer Institute Participants.
Modern Language Association of America, New York, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2619
Pub Date Jun 68
Contract—OEC-1-6-062619-1876
Note—44p.
EDRS Price MF-$0.25 HC-$2.30
Descriptors—*Achievement Tests, Educational Testing, French, German, Italian, Language Instruction, Language Proficiency, Language Research, Language Skills, *Language Teachers, Language Tests, *Modern Languages, *Native Speakers, Objective Tests, Spanish, Standardized Tests, *Teacher Qualifications, Testing Programs, Verbal Tests
Identifiers—*MLA Foreign Language Proficiency Tests, NDEA Language Institutes

This report is a summary of the results of the administration of the Modern Language Association of America (MLA) Proficiency Tests to native speakers in Chile, Columbia, France, German, Italy, and Spain. The notion of a "superior" level of competence in reading, writing, aural comprehension, and speaking a second language is specified objectively through the statistical analysis of the tests administered by the MLA research associates. The tests of some 300 individual speakers of each language (French, German, Italian, and Spanish) were scored by the Educational Testing Service and compared with scores on identical tests administered to National Defense Education Act (NDEA) summer institute participants. Twenty-four tables and figures present statistical information concerning the findings. (RL)

ED 044 064 FL 001 972
Nelson, Robert J.
A Modern Curriculum in French Studies.
Pub Date [70]
Note—18p.
EDRS Price MF-$0.25 HC-$1.00
Descriptors—College Faculty, *College Language Programs, Colleges, *Cultural Education, Culture, *Curriculum Development, Departmental Teaching Plans, Educational Strategies, *French, Intercultural Programs, Interdisciplinary Approach, *Language Instruction, Language Programs, Modern Language Curriculum, Modern Languages, Second Languages, Sociocultural Patterns

The French department, commonly viewed by chairmen and faculty as the conveyor of culture, is admonished to revamp its curriculum and attempt to embrace a broader, more humane understanding of the nature of culture. With the traditional, belletristic, college French curriculum having been rejected in favor of programs based on "cogency, cohesion, and conscience," the author offers his views on the interrelatedness of language, literature, and civilization, deprecating the attitude that would make language and civilization courses handmaidens to the study of literature. He urges the use of electronic media, essential to the maintenance of language skills and to the development of interest in the language. Much of the paper is devoted to description of a proposed "Institut d'Etudes Francaises," and elaborates on the type of interdisciplinary programs in French currently being offered at the University of Illinois (Urbana). A partial list of courses in "things French" for 1970-71 is contained in the appendix. (RL)

ED 044 065 FL 001 973
Pimsleur, Paul
New Approaches to Old Problems through Testing.
Spons Agency—Wisconsin State Univ., Whitewater.
Pub Date 70
Note—8p.; Speech presented at the Sixth Annual Whitewater Foreign Language Conference, Whitewater, Wis., Mar 1970. Reprinted from the Canadian Modern Language Review; v27 n1 p23-32 Oct 1970
Journal Cit—Wisconsin Association of Foreign Language Teachers Bulletin; v56 n1 p2-9 Fall 1970
EDRS Price MF-$0.25 HC-$0.50
Descriptors—Achievement Tests, Aptitude Tests, Dropout Problems, *Equivalency Tests, Instructional Program Divisions, Item Analysis, *Language Instruction, *Modern Languages, *Motivation, Student Attitudes, Test Construction, Test Interpretation, Test Reliability, *Tests, Test Validity

Positive values inherent in well-planned tests used in language programs are discussed in this article. The author argues that the problems of dropout rate, underachievement, discipline, and negative student attitudes can be alleviated through testing programs which include: (1) an aptitude test for selecting and sectioning students and for guidance of those with foreign language learning problems; (2) brief but frequent quizzes for learning purposes; (3) short progress tests for learning and motivation; (4) periodic review tests for motivation as well as grading; (5) reliable mid-term and final examinations strictly for grading; (6) an oral examination before a committee once or twice every academic year; and (7) a standardized proficiency test every second or third year for control of the program and for placement. Discussion of progress tests, test validity, item analysis, articulation, placement, and aptitude tests focuses on the need to develop complete and sound testing programs. (Author/RL)

ED 044 066 FL 001 986
Masciantonio, Rudolf And Others
How the Romans Lived and Spoke (Romani Viventes et Dicentes): A Humanistic Approach to Latin for Children in the Fifth Grade. Teachers' Guide.
School District of Philadelphia, Pa.
Pub Date 70
Note—145p.; Second Edition
EDRS Price MF-$0.75 HC-$7.35
Descriptors—Audiolingual Methods, Classical Languages, Classical Literature, Cultural Awareness, Cultural Education, Educational Methods, Educational Objectives, Elementary School Curriculum, *Fles, *Grade 5, Humanities Instruction, Instructional Materials, *Language Instruction, *Latin, Latin Literature, Multimedia Instruction, *Teaching Guides, Teaching Methods

This curriculum guide, developed for use in a FLES (foreign language in elementary school) pilot project, embraces an audiolingual approach to the teaching of Latin while providing a source of materials for the teaching of the culture of ancient Rome. The course is organized around nine major units, subdivided into "Lectiones", each requiring 20 minutes for class presentation. The units include: (1) an introduction to Latin and the Romans; (2) the Roman family; (3) the Roman family at table; (4) how the Roman family dresses; (5) the house of the Roman family; (6) toys, pets, and games of Roman children; (7) education of Roman children; (8) entertainment for the Roman family; and (9) occupations and duties of Roman parents. Specific objectives and activities are detailed in each lesson. The guide is written with a view toward using Sweet's "Artes Latinae," the Encyclopedia Britannica Latin materials, or Oerberg's "Lingua Latina Secundum Naturae Rationem Explicata" in grade 7. (RL)

HE

ED 044 067 HE 001 676
Romney, Miles C. Okedara, Joseph T.
A Report on the Programs for the Disadvantaged in the Oregon State System of Higher Education.
Oregon State System of Higher Education, Portland. Office of Academic Affairs.
Pub Date 17 Nov 69
Note—109p.
EDRS Price MF-$0.50 HC-$5.55
Descriptors—*Compensatory Education Programs, *Disadvantaged Youth, Educationally Disadvantaged, Evaluation Criteria, *Higher Education, *Special Programs, State Colleges, State Universities, *Students
Identifiers—*Oregon

Section 1 of this report on programs for the disadvantaged in the Oregon State System of Higher Education defines the term disadvantaged and summarizes the barriers to higher education experienced by them. The next section reviews briefly the values that underlie the development of these programs and suggests some issues that must be considered in reviewing the programs for the disadvantaged. The third section reviews some of the efforts made, steps taken and mechanisms used by institutions to organize effective programs, and establishes the mechanisms for institutional evaluation of these programs. The fourth section reviews the general characteristics of State Systems Programs for the Disadvantaged. These programs are Upward Bound, the High School Equivalency Program, the Three Percent Program and the BOOST Program, and discusses the operation of these programs at the 7 state institutions involved. (AF)

ED 044 068 HE 001 714
Lane, Frederick S.
A Study in Role Conflict: The Departmental Chairman in Decisions on Academic Tenure.
Florida Univ., Gainesville.
Pub Date 67
Note—81p.; Studies in Public Administration No. 29
Available from—Available from Director, Public Administration Clearing Service, University of Florida, Gainesville, Florida ($1.00)
EDRS Price MF-$0.50 HC-$4.15
Descriptors—Academic Freedom, *Administrative Personnel, Administrator Attitudes, Administrator Role, Attitudes, College Environment, *Conflict Resolution, *Higher Education, *Role Conflict, *Tenure
Identifiers—*Florida University

This report considers the tenure system and its relation to academic freedom and focuses on Florida and the University of Florida. Role conflicts between faculty and administrators are presented including a discussion of viewpoints over budget allocations. An overview is given of the position or role attributes, status, and functions of the departmental chairman and an examination is undertaken of attitudes toward tenure and the tenure process. The paper concludes with a two part discussion covering: (1) recognition by the chairman about the nature of disagreement over departmental management as related to the tenure process; and (2) an analysis of role conflict resolution in decisions on academic tenure. (AF)

ED 044 069 HE 001 719
Feldman, Raymond, Ed.
Whither WICHE in Continuing Psychiatric Education of Physicians; Training Institute for Psychiatrist-Teachers of Practicing Physicians (10th Annual, Salt Lake City, Utah, February 5-8, 1970).

Utah Univ., Salt Lake City. Coll. of Medicine.; Western Interstate Commission for Higher Education, Boulder, Colo.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date Jun 70
Note—56p.
EDRS Price MF-$0.25 HC-$2.90
Descriptors—Adult Education, Educational Programs, *Higher Education, *Medical Education, *Physicians, Planning, *Professional Continuing Education, *Psychiatrists, Teaching Techniques
This report of the WICHE (Western Interstate Commission for Higher Education) training institute on continuing education for physicians includes the following papers: "Historical Perspectives on WICHE's Continuing Psychiatric Education Program for Physicians," by Raymond Feldman, which examines how WICHE got started in the program, what it has done, and what it should try to accomplish in the future; "Use of the Physician Assistant," by Robert A. Senescu; "Psychiatric Problems of Physicians in Rural Areas," by John H. Waterman; "Long-Range Planning in Continuing Education," by Howard Kern; "Patient-Centered Teaching with Video Tape," by Robert I. Daugherty; "Patient-Centered Teaching without Video Tape," by Donald Naftulin; "Teaching and Learning Techniques," by Carl Pollock; two arguments each on the pros and cons of continuing psychiatric education for physicians; and a discussion summary by C. H. Hardin Branch. The volume concludes with an enumeration of unresolved issues, and plans for future training institutes. A list of the institute participants is included. (AF)

ED 044 070 HE 001 722
Gallagher, James J.
The Role of the Interaction Sciences in Higher Education.
Duke Univ., Durham, N.C.
Pub Date Mar 67
Note—13p.
EDRS Price MF-$0.25 HC-$0.75
Descriptors—*Educational Research, Environment, *Higher Education, Institutional Environment, Problems, *Research, Research Needs, *Sciences
Identifiers—*Interaction Sciences, Knowledge Sciences
This paper considers the needs and operations of the "interaction sciences," areas of study that attempt to investigate the relationship of basic fields of knowledge to specific environments, in contrast to the "knowledge sciences." The differences in goals, facilitating environments, and provisions for service are discussed. The knowledge sciences are seen as essentially increasing the basic systems of knowledge in a laboratory setting, while the interaction sciences increase the conceptual systems by providing a field for interaction of the knowledge fields and the environmental circumstances where there is constant interaction with the environment. The problems faced by researchers in the two "science" areas and the major role of interaction sciences in higher education are also presented. These include: (1) the development of tools that can be adopted by the more basic sciences for their own use in furthering research; and (2) focusing on problems that need research for a more complete evolution of the basic sciences. The paper concludes with a discussion of the problems that need solution before an effective environment for educational research can be realized. (AF)

ED 044 071 HE 001 724
Stordahl, Kalmer E.
Predictive Validity of the Graduate Record Aptitude Test.
Northern Michigan Univ., Marquette. Institutional Research Office.
Pub Date 14 Aug 70
Note—5p.
EDRS Price MF-$0.25 HC-$0.35
Descriptors—*Academic Performance, Aptitude Tests, Grade Point Average, Graduate Students, *Graduate Study, *Higher Education, *Predictive Validity, *Tests
Identifiers—*Graduate Record Aptitude Test
The purpose of this study was to assess the validity of the Verbal Ability and Quantitative Ability scores of the Graduate Record Aptitude Test (GRE-V, GRE-Q) and undergraduate grade point average (GPA) as predictors of graduate grade point average in the Master of Arts degree program at Northern Michigan University. The subjects were 120 students who had completed the GRE between 1967 and 1970 and had completed eight hours or more of graduate work. The findings indicated that the undergraduate GPA was the best single predictor of graduate academic performance. The addition of GRE scores to undergraduate GPA in an optimally weighted equation did not add significantly to the predicion of the graduate GPA, although the GRE-V was found to be significantly correlated with graduate GPA when used independently of undergraduate GPA. (AF)

ED 044 072 HE 001 736
Brannon, Gerard M.
Contingent Repayment Education Loans Related to Income.
Department of the Treasury, Washington, D.C.
Pub Date 28 Dec 67
Note—10p.
EDRS Price MF-$0.25 HC-$0.60
Descriptors—Family Income, *Financial Support, *Higher Education, Income, *Student Loan Programs
Identifiers—Income Contingent Education Loans
This paper explores some questions about the use of income for determining repayment of educational loans. The plans generally call for a level of repayment to cover the initial advances, plus interest for a college graduate with average income, but would require less than full repayment for the students with low income, and over full repayment for students with high income. The recommendations from the Zacharias Report are reviewed, one of which is a buy-out feature whereby the successful student can minimize excess payments by opting at any time for repayment on a straight loan, 6% compound interest, basis. The question that must be answered is: where on the continuum of loan plans, from the straight bank loan to the pure contingency loan, do we want to be? To address this problem, the question of income as a good measure of liability is examined, including that of nonworking wives with education loans, and the conclusion is reached that an income tax on successful borrowers, as a means of covering losses of the loan fund, appears less fair than a general tax. Some implications of a contingency loan fund are examined in terms of the size of the loans, and some questions are asked that must be answered before a definite policy decision is made. (AF)

ED 044 073 HE 001 751
Breen, Daniel G.
Survey of Selected Programs for Student Leadership Training at Colleges and Universities.
Northern Illinois Univ., De Kalb.
Pub Date 1 Apr 70
Note—22p.; Survey presented to Leadership Development Committee, Northern Illinois University
EDRS Price MF-$0.25 HC-$1.20
Descriptors—*Higher Education, *Leadership Training, *Student Leadership, *Students, *Training
This report describes student leadership training programs at selected colleges and universities in a 5-state area: Indiana, Iowa, Michigan, Wisconsin, and Illinois. The institutions were selected randomly based on the following criteria: (1) a National Training Association on the faculty; (2) a National Leadership Method trainer on the faculty; or (3) the college was listed in The Art of Leadership as having participated in a conference. Questionnaires were sent to 148 institutions, of which 64 returned the form. This report presents data gathered from respondents and other sources on the number and types of schools with programs, the types of programs, organizations sponsoring the programs, success of the programs, budgets, etc. While there is no descriptive information on the programs themselves, the concluding section presents some elements that are often included in a successful training program. (AF)

ED 044 074 HE 001 756
Cole, Nancy S. Cole, James W. L.
An Analysis of Spatial Configuration and its Application to Research in Higher Education.
American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
Report No—ACT-RR-35
Pub Date Aug 70
Note—17p.
Available from—American College Testing Program, Research and Development Division, P.O. Box 168, Iowa City, Iowa 52240
Document Not Available from EDRS.
Descriptors—*Analysis of Variance, *Higher Education, *Research Methodology, *Spatial Relationship, *Student Characteristics
This paper presents an analysis of the spatial configuration of variables in a multivariate system. The purpose of the analysis is to make clearer the relationships among the variables by locating them in a minimally-dimensioned space. Similarly, individuals are located in the smaller space and related to each other on the basis of the variables measured. The analysis is then used to locate some colleges on a planar surface on the basis of variables given by Astin in his book "Who Goes Where to College?" These variables are intellectualism, estheticism, status, pragmatism, and masculinity. In the configuration of colleges in the plane, a college is described in terms of its relative orientation to several educational aspects and the resulting single point location is suggested as a valuable alternative to profile analysis. (Author/AF)

ED 044 075 HE 001 777
Sherriffs, Alex C.
Is the Present Anxiety about Public Education Justified? (Emphasis: Higher Education).
American Enterprise Inst. for Public Policy Research, Washington, D.C.
Pub Date 6 May 70
Note—35p.; Paper presented to the Rational Debate Seminar, American Enterprise Institute, Washington, D.C., May 6, 1970
EDRS Price MF-$0.25 HC-$1.85
Descriptors—*Activism, *Administrator Responsibility, Community Attitudes, *Faculty, *Higher Education, *Responsibility, School Community Relationship, Student Behavior
The author feels the public's confidence in higher education is at a low ebb, a big change from 6 years ago when higher education had universal respect. The problems and upheavals that have plagued the campuses in the last few years can be traced to at least five causes. First, the presence of a majority of the public who were silent, confused, and went along with the minority of highly motivated, hostile, articulate, and irresponsible students and faculty members who created much of the problems. Second, the presence on many campuses of irresponsible and influential faculty members, who have the administration cowed, and who have used their power to further their own ends. Third, the background of many administrators who are often ex-faculty members and are not management oriented. Fourth, the presence of coercive groups on campus whose aim is to produce conflict. And fifth, the myths that circulate in society about the campus, such as rampant sexual promiscuity, the generation gap, and student approval of violence as a means to bring about change. These problems have to be faced: students should be respected, but not pampered; the administration should be more responsive to the overwhelming majority of non-militant faculty members; and coercive groups should be controlled so that they don't interfere with the rights of others. (AF)

ED 044 076 HE 001 785
Plans Beyond High School. A Report of a Survey of Statewide Florida High School Seniors, Fall, 1969.
Florida State Board of Regents, Tallahassee.
Pub Date Jun 70
Note—72p.
EDRS Price MF-$0.50 HC-$3.70
Descriptors—Able Students, Academic Aspiration, *College Attendance, *College Bound Students, College Choice, *Higher Education, *High School Graduates, Student Motivation
Identifiers—*Florida
This report presents the results of the Fall 1969 statewide survey of the post-high school plans of Florida high school seniors. The students were asked to fill out the instrument: Plans Beyond High School, which requested information of college bound students on the type of institution they planned to attend, whether they planned to go to an in-state or out-of-state institution and their main reason for attending college. Students not planning to attend college were asked their main reason for not doing so, their plans after high school, and whether they planned to attend college later. Those undecided about college

were asked their main reason for being undecided. College bound students were also asked to mark the institution they planned to attend. In addition to presenting all the statistical results, this report discusses post-secondary enrollment trends in the state, and analyzes the results in terms of total population, race, sex, 1968 results, intended plans versus actual courses of action, and the non-college bound students and the undecided ones. The final section of the report compares performance on the Florida Twelfth Grade Test of students planning to attend an in-state institution with students planning to attend an out-of-state institution. (AF)

ED 044 077 HE 001 789

McManus, Luther M., Jr. Cunningham, James J.

The New Breed- Black Activists.

Federal City Coll., Washington, D.C.

Pub Date [69]

Note—14p.

EDRS Price MF-$0.25 HC-$0.80

Descriptors—Administrator Attitudes, African American Studies, *Black Power, *Higher Education, Negro Education, *Negro Students, *Relevance (Education), *Self Concept

This paper takes the position that if higher education is to serve the needs of black students, there must be a complete understanding of, and receptivity to, the needs of those students as they see them, and to the ways in which these needs can be met. University or college administrators must recognize the search for identity among black students as real and vital, that the black students need their Afro-American Societies and their Black Student Unions. It is recommended that black students be provided with facilities, advisors, financial support, and the opportunity to have meaningful dialogue with both faculty and administration. Furthermore, it is felt they need an education more suited to their needs and professors capable of teaching material relevant to blacks. The author feels that black students cannot be categorized with "white revolutionaries," because, unlike them, the black student desires to participate constructively to solve the many problems facing his community and the nation. (AF)

ED 044 078 HE 001 792

Tetlow, William L., Jr.

STAG: A Conceptual Approach for Comparing Grades Within and Among Colleges and Universities.

Cornell Univ., Ithaca, N.Y.

Pub Date 14 May 70

Note—9p.; Paper presented at the Tenth Annual Forum of the Association for Institutional Research, New Orleans, Louisiana, May 14, 1970

EDRS Price MF-$0.25 HC-$0.55

Descriptors—*Academic Achievement, Academic Performance, Evaluation, *Evaluation Techniques, *Grade Point Average, Grades (Scholastic), *Grading, *Higher Education

Identifiers—STAG, *Standard Transformation of Academic Grades

There are variables in existing grading systems that limit their effectiveness as generalized indicators of academic performance. For example: (1) the multiplicity of grading systems now in use create interpretive dilemmas for educators and students alike; (2) attempts to standardize encounter resistance, which hinders a common approach; (3) present numerical and quality-point averaging systems fail to account for substantial grading differences that exist among the various departments of an institution; and (4) rank-order academic standings of heterogeneous student groups, based upon grade-point or quality point averages, often give a misleading index of student achievement. The Standardized Transformation of Academic Grades (STAG) approach attempts to solve these difficulties by converting existing quality-point or numeric averages into a normalized and standardized scale. A conversion equation is devised for a particular reference group based upon actual grade distribution data obtained from class rank lists. The resulting "transformed" grade has the advantage of standard degrees of mean value and variability, permitting a more valid interdepartmental comparison. Since the conversion is accomplished post-facto, the necessity to enforce any pre-set grading standard is avoided. (AF)

ED 044 079 HE 001 793

The Graduate Preparation of Scientists for Undergraduate Teaching in Liberal Arts Colleges and Universities. A Conference Report (1st, Washington D.C., May 2-3, 1969).

Association of American Colleges, Washington, D.C.; Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date 70

Note—109p.; Report of a conference held in Washington, D.C., May 2-3, 1969

EDRS Price MF-$0.50 HC-$5.55

Descriptors—*College Teachers, Degrees (Titles), Graduate Students, *Graduate Study, *Higher Education, *Physical Sciences, Teacher Education, *Teaching, Undergraduate Study

This report on the conference on the graduate preparation of scientists for undergraduate teaching in liberal arts institutions presents: (1) the highlights and recommendations of the conference; (2) the conference and background papers which include: "Alternatives to the Ph.D.," by R. D. Anderson; "Teaching Versus Research," by Horace W. Davenport; "The Liberal Arts College and Scholarly Activity in the Sciences," by C. A. Vander Werf; "The Preparation of College Physics Teachers," by John M. Fowler, Richard W. West, and Kathryn E. Mervine; and "Putting Our Own House in Order," by Neill Megaw; and (3) summaries of the discussion groups which included: "Undergraduate Preparation in the Sciences," "The Graduate School and the Developing Scholar," "The Graduate School and the Developing Teacher," and "-Postdoctoral Development of College Teachers." A bibliography and a list of the participants conclude the report. (AF)

ED 044 080 HE 001 797

Willingham, Warren W.

Free-Access Higher Education.

College Entrance Examination Board, New York, N.Y.

Pub Date 70

Note—250p.

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540 ($6.50)

EDRS Price MF-$1.00 HC Not Available from EDRS.

Descriptors—*Admission Criteria, College Admission, *Demography, *Educational Opportunities, Equal Education, Geographic Distribution, *Higher Education, Population Distribution, *Relevance (Education), Tuition, Universal Education

Identifiers—*Free Access Colleges

The purpose of this study was to describe the degree of accessibility of all higher education institutions in the country and to estimate the proportion of various populations living within commuting distance of those colleges judged easily accessible or free-access institutions. The main idea was to put together an analysis of educational resources and demographic characteristics as one additional way of judging how higher education serves the population. Chapter 1 discusses the new meaning of equal opportunity and the developments of the 1960's that affected college admissions. Chapter 2 describes the procedure with which the degree of accessibility of all colleges was rated with respect to selectivity and cost, and how each free-access college with an appropriate commuting radius was plotted on detailed state maps. Chapter 3 is concerned with the colleges themselves -- how many and what types there are at each level of accessibility and where they are located. Chapter 4 describes the populations living within commuting distance of the free-access colleges. Chapter 5 describes the accessibility of higher education in each state, and the implication of the state profiles are discussed in Chapter 6. Chapter 7 considers the problem of relevance and suggests a framework for improving relevant educational opportunity. The final chapter summarizes the study. (AF)

ED 044 081 HE 001 798

Chambers, M. M.

Appropriations of State Tax Funds for Operating Expenses of Higher Education, 1970-1971.

National Association of State Universities and Land Grant Colleges, Washington, D.C. Office of Institutional Research.

Pub Date Oct 70

Note—34p.

EDRS Price MF-$0.25 HC-$1.80

Descriptors—*Educational Finance, Financial Needs, Financial Problems, *Financial Support, *Higher Education, Public Support, *State Aid, State Colleges, State Universities, *Tax Allocation

The preface of this report on state appropriations for higher education discusses the financial problems faced by many of the state institutions because of the failure of state appropriations to keep up with rising costs, expenditures, enrollments, demands and expectations. The report presents a table of appropriations of state tax funds for operating expenses of higher education in all states for fiscal years 1961, 1969, and 1971, with percentage gains over the most recent 2 years and over the last 10 years. The rest of the report is devoted to tables of state tax fund appropriations for operating expenses of higher education by state for each of its public institutions for fiscal year 1970-71. (AF)

ED 044 082 HE 001 803

Melnick, Murray And Others

The Academic Performance of Students Who Transfer after Two Years.

Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.

Pub Date Sep 70

Note—18p.

EDRS Price MF-$0.25 HC-$1.00

Descriptors—*Academic Achievement, *Academic Performance, College Students, *Grade Point Average, *Higher Education, *Transfer Students

Identifiers—*Hofstra University

This report presents data on the 4th year performance of transfers from 2- and 4-year colleges, and a sample of Hofstra natives. This report extended an analysis which dealt with the 3rd-year performance of these groups. The relationship was examined between performance (GPA) and high school decile, SAT verbal scores, sex, and cumulative 2-year GPA's. The 3rd and 4th year performances of these groups was also compared. Some of the major findings were: The performance of transfer students prior to their transfer and the 2-year cumulative GPA of Hofstra natives were almost the same; however, both in the 3rd and 4th year, the GPA of the transfers from 2-year colleges was significantly lower than the GPA of the two other groups. The GPA of the transfers from 4-year colleges and that of the Hofstra natives did not differ significantly in the 3rd and 4th year, and their 4th-year GPA also tended to be much higher than their cumulative 2-year GPA's. The 3rd-year GPA of 2-year school transfers tended to be lower than their 2-year cumulative GPA, while their 4th-year GPA tended to be similar to their cumulative GPA. A higher percentage of the 4-year school transfers and Hofstra natives tended to graduate than the 2-year school transfers. SAT verbal scores were of little value in predicting performance, and female students tended to have higher GPA's than males. (AF)

ED 044 083 HE 001 804

Pearson, Richard

The Opening Door. A Review of New York State's Programs of Financial Aid for College Students.

College Entrance Examination Board, New York, N.Y.

Pub Date 67

Note—96p.

Available from—Bureau of Publications, State Education Department, Albany, New York 12224

EDRS Price MF-$0.50 HC-$4.90

Descriptors—College Attendance, College Bound Students, College Students, Disadvantaged Youth, *Educational Finance, Federal Programs, *Financial Support, *Higher Education, Scholarships, *State Aid, *State Programs

Identifiers—*New York

This study explores the relationship between access to higher education and the operation of New York State's programs of student financial aid. The first section presents a summary of the major trends affecting access to higher education. These trends include: increasing manpower needs; increasing college attendance not only of intellectually able students, but also of those less intellectually gifted; growing recognition of the basic right to education for all regardless of income; change and diversification of higher education institutions; and trends in consumer expenditures for higher education. The second section

examines aspects of the current New York scene: the state's programs of financial aid, changing patterns of college attendance, the increase in graduate study, the development of 2-year colleges, the Regents College Scholarship Program: the examination, the selection of students to receive the awards, and the procedures for relating the size of the award to family ability to pay, the Scholar Incentive Program geared to college capable students, the students not graduating from high school, institutional considerations and student financial aid, and the relationship between state and federal aid programs. The final section of the report is devoted to conclusions and recommendations. (AF)

ED 044 084 HE 001 807
Milton, Ohmer, Ed.
Proceedings: A Conference on Student Retention in Tennessee Colleges and Universities (March 21-22, 1966).
Tennessee Univ., Knoxville.
Pub Date Mar 66
Note—46p.
EDRS Price MF-$0.25 HC-$2.40
Descriptors—Administrator Role, *Dropout Prevention, *Dropouts, *Higher Education, *Persistence, *Students, Teacher Role
Identifiers—*Tennessee
The objectives of the conference were: (1) to identify the factors responsible for large numbers of students leaving Tennessee institutions of higher education before graduation; and (2) to promote correction of such factors on individual campuses. The proceedings consist of: (1) lists of the individual participants and the participating institutions; (2) the program; (3) the papers delivered at the conference, which included: "-Faculty Contributions to Dropouts." by Sam C. Webb, "Administrative Contributions to Dropouts," by George L. Marx, "Steps to Reduce Dropouts," by Donald W. Irvine, and the discussion following the papers; (4) the special questionnaire for evaluating the conference and the analysis of this questionnaire; and (5) a brief note on plans to arrange for systematic interinstitutional research in this area. (AF)

ED 044 085 HE 001 808
Summary of State Legislation Affecting Higher Education in the South, 1970.
Southern Regional Education Board, Atlanta, Ga.
Pub Date 70
Note—44p.
EDRS Price MF-$0.25 HC-$2.30
Descriptors—*Higher Education, *Legislation, *Southern States, *State Legislation
This document contains reports on legislative action affecting higher education in the Southern states that have regular or special legislative sessions in 1970. The states are: Tennessee, Georgia, Virginia, Arkansas, Kentucky, West Virginia, Maryland, Oklahoma, South Carolina, Mississippi, Louisiana, and Florida. (AF)

ED 044 086 HE 001 813
Tamminen, Paul G.
A Guide to Resources for Undergraduate Academic Reform. A.C.E. Special Report.
American Council on Education, Washington, D.C.
Pub Date 30 Jun 70
Note—15p.
EDRS Price MF-$0.25 HC-$0.85
Descriptors—*Bibliographies, Curriculum, Curriculum Development, *Educational Resources, Educational Technology, Grading, *Higher Education, Instruction, *Learning, Teaching Methods, *Undergraduate Study
This special report is a bibliography and listing of many of the resources available for the study of undergraduate learning, curriculum and instruction. The headings are: (1) Bibliographic Aids, (2) Periodicals and Newsletters, (3) Books, Articles, Reports, Surveys, (4) Learning-Teaching Approaches, (5) Individualized Learning, (6) Learning Technology, (7) Field Study, (8) Evaluation (Grading) Practices, (9) Interdisciplinary Concerns, (10) Disciplinary Literature, (11) Processes of Change in Education, which deal with special problems encountered in putting a plan into effect, and (12) National and Regional Organizations. (AF)

ED 044 087 HE 001 815
A Survey of Rank, Salary, Promotion, and Tenure Policies in Fifteen Colleges and Universities. A Survey of Current Practices.
Southeast Missouri State Coll., Cape Girardeau.
Pub Date Jul 70
Note—14p.
EDRS Price MF-$0.25 HC-$0.80
Descriptors—*Administrative Policy, College Faculty, *Degrees (Titles), Faculty, *Faculty Promotion, *Higher Education, Salaries, *Tenure
Questionnaires designed to find out how institutional policies for evaluating special degrees affected institutional practices in determining initial rank, salary level, tenure status, and eligibility for promotion of faculty members were sent to 27 institutions. The special degrees fell in 4 categories: (1) faculty members with a degree in law (J.D. or LL.B.); (2) faculty members who are certified accountants; (3) faculty members who have completed a 2-year Master of Fine Arts Degree; and (4) faculty members who have been awarded an honorary doctorate. The respondents were requested to indicate whether or not these degrees were considered equivalent to a bachelor's, master's, specialist or Ph.D. degree in determining rank, salary, tenure or promotion. Fifteen institutions responded with usable questionnaires. The results indicated that no generalizations could be drawn on the use and application of these particular degrees. The schools participating in the survey and the cumulative results of the questionnaire are included in the appendix. (AF)

ED 044 088 HE 001 817
Harris, Norman C.
Education and Middle Manpower Development in Malaysia.
Michigan Univ., Ann Arbor.
Pub Date [70]
Note—88p.
EDRS Price MF-$0.50 HC-$4.50
Descriptors—*Developing Nations, Development, Economic Development, *Higher Education, *Junior Colleges, *Manpower Development, *Manpower Needs, Technical Education
Identifiers—*Malaysia
One of the essential factors in the economic development of nations is the attainment of a manpower mix which is strategically suited to current development problems, and which will also provide a catalyst for improvement and change. A review of the literature indicates that, although education per se is important, individual countries must practice different strategies of manpower development at different stages in their economic development. The thesis of this report is that for Southeast Asian and developing nations in general, middle manpower development, and the kinds of institutions needed for such development (technical colleges, junior colleges, post-secondary vocational schools, business colleges, nursing schools, etc.) should be given top priority in the decade ahead. In this report the importance of middle manpower is discussed in general and in Southeast Asia in particular. A brief overview is given of economic development in Malaysia, followed by a look at Malaysia's economy. Malaysia's present manpower mix is discussed in detail, as well as the country's educational system and its commitment to manpower development. The report concludes with a proposal for the establishment of a system of comprehensive junior colleges designed to meet Malaysia's manpower needs. (AF)

ED 044 089 HE 001 821
Babey-Brooke, Anna M. Amber, R. B.
Discrimination against Women in Higher Education. A 15 Year Survey. Promotional Practices at Brooklyn College CUNY: 1955-1970, All Ranks-Tenured and Untenured.
Pub Date Jul 70
Note—27p.
EDRS Price MF-$0.25 HC-$1.45
Descriptors—Career Opportunities, College Faculty, Faculty, *Faculty Promotion, Females, *Higher Education, *Promotion (Occupational), *Social Discrimination, *Women Professors
Identifiers—*Brooklyn College
This report presents data on the number and percentages of men and women in all ranks from professor to instructor in the various departments at Brooklyn College from 1955 through 1970. The percentages of women and men in a senior and junior rank, respectively, are also calculated for each department and comments are made. Comparisons are made on the net gain or loss for men and women in six departments: Education, English, Speech, Biology, Chemistry, and Physics between the years 1955 to 1956 and 1968 to 1970. Men gained in all 6 departments, women in 1: Education, and lost in the other 5. It appears that in not one single department do women equal or outnumber men in the senior ranks. In the rank of associate professorships in some departments women equal or outnumber men, but they seem to be unable to break through to the level of full professorships. (AF)

ED 044 090 HE 001 822
Wilcox, Thomas
The Lot of the Woman: A Report on The National Survey of Undergraduate English Programs.
Association of Departments of English, New York, N.Y.
Pub Date May 70
Note—7p.; A report on The National Survey of Undergraduate English Programs
Journal Cit—Bulletin of the Association of Departments of English; n25, p53-59, May 1970
Document Not Available from EDRS.
Descriptors—College Faculty, *Employment Practices, *English Departments, Faculty, *Faculty Promotion, Females, *Higher Education, Promotion (Occupational), Social Discrimination, *Women Professors
There is widespread belief that those in charge of selecting and promoting college teachers of English discriminate against women, either deliberately or unwittingly. An investigation of professed policies and actual practices of departments across the country revealed however, that the woman's lot is no longer simply that of a persecuted minority. Eighty-six percent of all English departments in the country asserted that they had no tradition or policy against appointing women, and many indicated that they were actively seeking competent female teachers. Women have full-time positions in 84.9% of all college English departments; 72.4% have female Assistant Professors, 46.6% have female Associate Professors; and 43.7% have female Professors. The average percentage of full-time department members at each rank who are women is 37.7% of the Instructors, 36.1% of the Assistant Professors, 24.7% of the Associate Professors, and 23.5% of the Professors. Though the proportion of women who have risen to the upper ranks is considerably smaller than the proportion of men, this may be due less to discrimination than to the fact that more women than men drop out of the profession or fail to pursue their professional career with full energy and dedication. (AF)

ED 044 091 HE 001 828
Rusk, Bruce, Ed. And Others
The Student and the System. (Proceedings of the Conference Sponsored by the Graduate Students' Association, OISE, November 1969.)
Ontario Inst. for Studies in Education, Toronto.
Report No—Occas-Pap-5
Pub Date 70
Note—78p.
Available from—The Ontario Institute for Studies in Education, Editorial Division, 102 Bloor Street West, Toronto 5, Ontario, Canada ($2.00)
Document Not Available from EDRS.
Descriptors—College Students, *Educational Change, Educational Experience, *Higher Education, *High School Students, Student Attitudes, *Student Role, *Student School Relationship
The purpose of the conference was to explore the common elements in the educational system at the secondary and post secondary levels, focusing on the changing role of the student in the system. The proceedings consist of: (1) two talks delivered at the conference: "The Student and the System," by Edgar Friedenberg, and "Demythologizing the System," by Don McCulloch and the transcripts of the discussions which followed their presentations; (2) a review of the film "High School" by John Katz; (3) summaries of the group discussions; and (4) the transcript of the panel discussion. (AF)

ED 044 092 HE 001 831
Young, D. Parker
The Legal Aspects of Student Dissent and Discipline in Higher Education.
Georgia Univ., Athens. Inst. of Higher Education.
Pub Date 70
Note—65p.
Available from—Institute of Higher Education, University of Georgia, Athens, Georgia

Document Not Available from EDRS.
Descriptors—*Activism, Civil Liberties, *Court Litigation, Discipline, *Discipline Policy, *Higher Education, *Student Behavior, Student College Relationship

This monograph is an update, revision, and extension of an earlier publication entitled: The Legal Aspects of Student Discipline in Higher Education (see ED 036 246). This report includes the new rulings that have been handed down since the publication of the earlier version, and some additional sections. Discussed in this report are: (1) the relationship between students and the school, including such issues as the contractual theory, in loco parentis, attendance as a right or privilege, and student responsibilities; (2) the relationship between the courts and education; jurisdiction and state action; (3) factors relating to due process in student dissent and discipline, such as notice, hearing, confrontation and cross-examination of witnesses, right to counsel, self-incrimination, rules of evidence, trial by jury, off-campus judicial proceedings, freedom of speech and assembly, speaker bans, search and seizure, and interim suspension; and (4) such questions as equal protection in student dissent and discipline, judicial intervention in scholastic affairs, and the special situation in private institutions. Guidelines for disciplinary proceedings and some recommendations conclude the report. (AF)

ED 044 093 HE 001 832
Chronister, Jay L.
In-Service Training for Two-Year College Faculty and Staff: The Role of the Graduate Institutions.
Virginia Univ., Charlottesville. School of Education.
Report No—Occas-Pap-2
Pub Date Aug 70
Note—14p.
Available from—Editor, Occasional Papers, 164 Rugby Road, Charlottesville, Virginia, 22903 ($1.00 per copy)
EDRS Price MF-$0.25 HC-$0.80
Descriptors—*Community Colleges, *Graduate Study, *Higher Education, Inservice Education, *Inservice Teacher Education, Interinstitutional Cooperation, Junior Colleges, *Teacher Education

The American Association of Junior Colleges undertook a survey of 228 junior college administrators to assess the adequacy, as well as availability, of in-service professional development activities for staffs of 2-year institutions. The results indicated that there was a critical need for in-service programs at or near the 2-year institutions. Graduate institutions must cooperate with the 2-year institutions in planning such programs. Approaches to provide these programs must be developed, evaluated, and implemented. The programs should carry some kind of graduate recognition which will be applicable to an advanced degree; adequate instructional and library resources must be provided and, where appropriate, regional resource centers must be established. Video-tape and other instructional techniques should be used whenever feasible. (AF)

ED 044 094 HE 001 833
Summary of State Legislation Affecting Higher Education in the West: 1970.
Western Interstate Commission for Higher Education, Boulder, Colo.
Pub Date Sep 70
Note—57p.
EDRS Price MF-$0.25 HC-$2.95
Descriptors—Activism, *Educational Legislation, Financial Support, *Higher Education, *Legislation, State Aid, *State Legislation

This report presents interpretive summaries of legislative actions in 9 western states. The states are: Alaska, Arizona, California, Colorado, Hawaii, Idaho, New Mexico, Utah, and Washington. The first section gives a regional roundup of 1970 legislative action on such issues as campus conduct, constitutional revision, higher education studies, name changes, new and changing institutions, private school support, statewide coordination, and tuition and fees. The next section presents brief summaries of major 1970 legislative actions in each of the 9 states. The major part of the report is devoted to more extensive discussions of the legislative actions in the 9 states, including the operating budgets, appropriations, and other issues. (AF)

ED 044 095 HE 001 836
Francis, Barbara
The Status of Women at Cornell.
Cornell Univ., Ithaca, N.Y.
Pub Date [70]
Note—6p.
EDRS Price MF-$0.25 HC-$0.40
Descriptors—Admission (School), *Discriminatory Attitudes (Social), *Females, Financial Support, *Higher Education, Social Discrimination, Women Professors
Identifiers—*Cornell University

The purpose of this report is to point out some of the discriminatory policies and attitudes which "tend to make the Cornell environment a difficult place for young women to achieve the personal and intellectual maturity necessary for lifelong active participation in today's society." The report opens with an excerpt from a paper by a Junior describing her campus experiences, which include strong criticisms of student, faculty, and institutional attitudes toward women. The report then details discriminatory practices in admissions policies, financial aid and housing. It suggests the provision of day-care centers, the need for sex education and a change in university clinic policy, a change in counseling practices, and the need for exposure to more female faculty members and women in positions of responsibility in administration to help change conventional stereotypes and expectations. (AF)

JC

ED 044 096 JC 700 237
The Role of the Junior College in the Urban Revolution.
Los Angeles City Coll., Calif.
Pub Date Apr 68
Note—53p.; Proceedings of a conference sponsored by Los Angeles City College, April 27, 1968
EDRS Price MF-$0.25 HC-$2.75
Descriptors—*College Role, *Conference Reports, Educational Change, *Educational Needs, *Educational Objectives, Institutional Role, *Junior Colleges, Workshops

A combination of 350 community, student, and college leaders from four counties participated in a conference on the role of the junior college in the urban revolution. The keynote speaker, whose remarks are included, addressed himself to the nature of the urban revolution with emphasis on the plight of the individual in seeking self-identity. Following this speech, participants broke up into 10 groups that concentrated on certain problem areas. Some concerns of these workshops, all of which are listed here with some of their recommendations, included how the junior college can provide a climate of freedom with responsibility, how it can aid the urban student, how it can create innovations in curriculum, and how it can improve human relations. Workshop recommendations were sent to appropriate groups at Los Angeles City College. A progress report on the school's reactions to these recommendations is a part of the report. From remarks of conference speakers, it can be concluded (1) that one of the major characteristics of the urban revolution is a reaction against the increasing complexity of occupational and status interrelations and (2) that all members of the junior college community should make an effort to understand the nature of the urban revolution and act accordingly. (RC)

ED 044 097 JC 700 240
Wattenbarger, James L. Martorna, S. V.
The Laws Relating to Higher Education in the Fifty States: January 1965 - December 1967.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Report No—Topical Pap-14
Pub Date Oct 70
Note—36p.
Available from—UCLA Students' Store, 308 Westwood Plaza, Los Angeles, California 90024 (Price available on request)
EDRS Price MF-$0.25 HC-$1.90
Descriptors—*Educational Legislation, *Educational Trends, *Junior Colleges, State Aid, State Colleges, *State Legislation, *State Surveys

A state official from each of the 50 states was asked to provide information on all of the state's higher education legislation passed during the period of January 1965 - December 1967. A summary of each state's legislation during these years is included in this topical paper. Certain patterns in establishing higher education programs emerge as a result of this study. Some of these trends, which the authors list, include the observations that the community junior college, in terms of legislation, is recognized as a separate entity in the field of higher education; that legislative approval of the establishment of new institutions is becoming standard procedure; that many states have state-level coordinating agencies for their institutions of higher education; that support of scholarship funds is becoming a point of concern in many states; and that several states have legislated separate vocational/technical schools. (RC)

ED 044 098 JC 700 241
Banister, Richard
Case Studies in Multi-Media Instruction.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Report No—Topical Pap-13
Pub Date Oct 70
Note—61p.
Available from—UCLA Students' Store, 308 Westwood Plaza, Los Angeles, California 90024 (Price available on request)
EDRS Price MF-$0.50 HC-$3.15
Descriptors—*Audiovisual Instruction, Case Studies (Education), Curriculum Development, *Junior Colleges, *Multimedia Instruction, *Program Design, *Program Development

A rationale for the design and maintenance of a multi-media instructional system is presented in this topical paper. Implications, such as developing instructional packages and behavioral objectives, that are important in designing a multi-media instructional program are also discussed. Once the idea of designing such a program has been accepted, planning in terms of what media and equipment to use, what facilities and personnel are available, and how to finance and maintain the program are important considerations. Another factor in constructing a multi-media program is the writing of the lessons. The fourth section of this paper includes case studies of existing multi-media programs in shorthand and typing, mathematics, biology, and English. The author makes brief analyses of these programs in comparison to their traditional counterparts. The final chapter in this paper brings out certain questions concerning the development of multi-media programs that need to be answered before undertaking such a project. (RC)

ED 044 099 JC 700 242
Twa, R. James
Student and Instructor Expectations of Community College Instructors.
Oregon School Study Council, Eugene.
Pub Date Nov 70
Note—38p.
EDRS Price MF-$0.25 HC-$2.00
Descriptors—Classroom Communication, *Junior Colleges, *Student Teacher Relationship, *Teacher Behavior, Teacher Evaluation
Identifiers—*Oregon

Little research has been done to define effective teaching in the junior college. This study was designed to produce empirical data on the expectations held by the adult education, occupational education, and transfer students and their instructor counterparts for the instructor in his role as director of learning. To elicit the desired data, the Instructor Behavior Questionnaire was administered to 315 students and instructors in an Oregon community college. The Kolmogorov-Smirnoff Two-Sample Test was then applied to the data to determine the level of significance of difference in reactions of the six groups included in this study. Mean response scores were also computed to measure the intensity of reaction to the role norm statements on the questionnaire. Analysis of these data indicates that both students and faculty had the most intense feelings on the "Personal Relationships" section of the questionnaire. On the basis of this finding, the author suggests that further research in this area should concentrate on variables to identify personal relationships between instructors and students. Relationships among several different combinations of the six groups studied are also discussed in this report. (RC)

ED 044 100 JC 700 243
Morgenstein, Melvin Strongin, Harriet
A Study of Student Dropouts from Vocationally Oriented Business Programs at Nassau Community College. Final Report.
Nassau Community Coll., Garden City, N.Y.
Pub Date Jul 70
Note—122p.
EDRS Price MF-$0.50 HC-$6.20
Descriptors—Academic Records, *Business Education, *Dropout Problems, *Dropouts, *Junior Colleges, *Office Occupations, Questionnaires
Identifiers—*New York
With the announcement in 1964 by the New York State Regents that all 2-year colleges within the state system would be comprehensive, Nassau Community College expanded its offerings to include business career programs. Because of this commitment, the college decided to examine student attrition in the business program. A general review of the literature suggests that remedying certain problem areas in community colleges might reduce their high attrition rates. With these possibilities in view, Nassau Community College proceeded to identify the reasons for dropouts from various business programs. Data were collected from school records and a questionnaire (included in an appendix) and interviews were conducted with the heads of business departments at eight other community colleges. Combining these data, the authors present findings, conclusions, and recommendations for such questions as admission criteria for business students as compared with other freshmen, performance of students with or without business courses in high school, reasons for going to college, schools to which business students transferred, and job placement after attending Nassau. Tables are used to explain the findings. Other tables are included in the appendices. (RC)

ED 044 101 JC 700 244
Guenther, Ronald N.
A Proposed Graduate Curriculum for the Community College Chief Administrator.
Pub Date Aug 69
Note—138p.; Doctoral dissertation
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-6655, MF $3.00, Xerography $6.60)
Document Not Available from EDRS.
Descriptors—Administrator Background, *Chief Administrators, *Credentials, *Degrees (Titles), Doctoral Degrees, *Junior Colleges, *Special Degree Programs
This study proposed a graduate curriculum for the preparation of community college chief administrators. The proposal was based on research findings obtained from four major sources: selected educational literature; descriptions of existing programs in selected colleges and universities; queries of board presidents of selected community colleges on graduate preparation and the experience that governing boards deem desirable for potential chief administrators; suggestions and opinions of selected practicing community college presidents regarding desirable preparation for such administrators. To gather their opinions, a questionnaire was developed and sent to the presidents and board presidents of 150 community colleges. A Pearson Product Moment Correlation was conducted between the mean scores of matching items of the two groups of presidents, and selected items on the questionnaire were clustered. From these data, 18 factors were formulated for inclusion in a graduate curriculum for the preparation of community college chief administrators. The general conclusion of the study was that chief administrator preparation programs should be emphasized for both the Ed.D and the Ph.D. degrees. (Author/RC)

ED 044 102 JC 700 245
MacMillan, Thomas F.
Establishing a Predictive Model for Early Recognition of Potential Community College Student Attrition.
Pub Date 69
Note—218p.; Doctoral dissertation
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-6042, MF $3.00, Xerography $9.90)
Document Not Available from EDRS.
Descriptors—Attendance, *Attendance Patterns, *Comparative Analysis, *Dropouts, *Junior Colleges, Longitudinal Studies, *Persistence
Identifiers—*Omnibus Personality Inventory
Using data from a nationwide longitudinal study of student attendance patterns in higher education, this study compared the responses of community college students who discontinued their enrollment during their initial semester with those of community college students who persisted for two years. Data for the analysis and comparison were opinion, attitude, belief, and socio-economic information. In addition, student scores on scales of the Omnibus Personality Inventory were compared. The two major hypotheses studied were: (1) that no pattern of scores on standard instruments and supplemental biographical questionnaires discriminates between students persisting and withdrawing in a national sample of community college students and (2) that discriminant scores contrasting a national sample of community college students who persisted for less than one semester with students who persisted for two years cannot be applied with acceptable empirical validity to an independent sample of students in two metropolitan community colleges. To test the hypotheses, discriminant scores were developed and an empirical validity was found for each hypothesis. Limitations of the model are discussed and recommendations for improving the prediction of individual attrition are made. In addition, strategies for approaching the potential dropout in the community college are suggested for further research. (Author/RC)

ED 044 103 JC 700 246
A Follow-up Study on the Characteristics and Opinions of Students Enrolled in Occupational Education Programs or in University-Parallel Programs at Tarrant County Junior College District.
Tarrant County Junior Coll. District, Ft. Worth, Tex.
Pub Date Aug 70
Note—64p.
EDRS Price MF-$0.50 HC-$3.30
Descriptors—*Comparative Analysis, Demography, Individual Characteristics, *Junior Colleges, *School Demography, *Student Attitudes, *Student Characteristics
Identifiers—*Texas
To measure the success of the recently opened Tarrant County Junior College, a follow-up study was conducted to determine personal characteristics of students, their opinions of their studies at this school, and their post-Tarrant County Junior College activities. Surveys were designed for a group of students who had taken at least one occupational education course and for another group who should have completed 60 credit hours by the end of spring semester 1969 (university-parallel students). This study analyzes the students' responses to these two surveys, which are included in the appendices. The surveys sought such information as place of residence, sex, age of respondents, marital status, and prior college experience. The two groups of students were also compared on their opinions of selected factors, e.g., faculty interest in students (faculty advisement) at the college. These and other areas are analyzed with the aid of tables. Findings and conclusions are presented in a summary of the study. (RC)

ED 044 104 JC 700 247
Johnson, Charles N. And Others
Basic Studies: A Description and Progress Report.
Tarrant County Junior Coll. District, Ft. Worth, Tex.
Pub Date Sep 70
Note—296p.
EDRS Price MF-$1.25 HC-$14.90
Descriptors—*Basic Skills, *College Environment, General Education, *Junior Colleges, *Low Achievers, Persistence, Time Blocks
Identifiers—*Texas
This is a description and a progress report of the Basic Studies Program at Tarrant County Junior College (Texas), a 1-year program in general education designed for students who rank in the lower quarter of their junior college class and who have experienced little academic success in the past. Communications, humanities, social science, natural science, career planning, and reading were the six study areas that were approached through interdisciplinary courses. Instructional teams of six (one from each study area) were responsible for a group of 100 students. Three such groups composed vertical teams; they used block scheduling. Courses emphasized the student's knowing himself, his environment, and his place in future society. Field trips, guest speakers, and team activities were facilitated by block scheduling. The program attempted to provide the student with a total environment. General conclusions show that Basic Studies students persist in college at a higher rate than do students with similar characteristics attempting the traditional remedial approach. Tables and figures are used to explain findings and reports of the three vertical teams are included. Appendices include a follow-up study of the Basic Studies experimental and control groups and a report of the student progress in the Basic Studies Program during 1968-69. (RC)

ED 044 105 JC 700 248
O'Neil, Dennis R.
A Discussion of the Definition of Junior Colleges in Relation to Secondary and Higher Education.
Pub Date Nov 70
Note—18p.; Seminar paper
EDRS Price MF-$0.25 HC-$1.00
Descriptors—*Court Litigation, *Educational Innovation, *Educational Legislation, *Educational Trends, *Junior Colleges, State Legislation
The legal position of junior colleges within the traditional hierarchy of American education is the topic of this paper. It is the author's contention that the junior college system fits more appropriately in the realm of higher education than in secondary education. To support this assertion, he reviews the levels assigned the junior college by a few of the states. The state of Florida excludes junior colleges both from public school education and from higher education. New York state also provides for junior colleges, but without specifically describing their functions. California includes junior colleges in the category of secondary education, a term more broadly applied than in the traditional sense, for technical schools, adult schools, and junior colleges are included in this category. Besides state legislation, several court decisions showing the interpretation of this legislation are also presented. Many of these decisions represent an attempt by the courts to apply an innovative concept to a traditional frame of reference. Many court decisions have been based on the belief that the kind of curriculum is important in assigning schools a position in the American educational system. (RC)

ED 044 106 JC 700 250
Palinchak, Robert S.
A Comparative Analysis of the General Laws and Statutes Affecting Community Colleges in Massachusetts, Michigan, and Missouri.
Pub Date 70
Note—10p.; Seminar paper
EDRS Price MF-$0.25 HC-$0.60
Descriptors—*Comparative Analysis, *Junior Colleges, *State Boards of Education, State Laws, *State Legislation
A brief description of the basis for collegiate authority in the states of Massachusetts, Michigan, and Missouri is presented, after which a comparative analysis is made in areas such as level of college control, level of curriculum, degree authority, and admission policies. The analysis was based on three official publications concerning educational laws--one from each of the states included in the study. (Author/RC)

ED 044 107 JC 700 252
Davis, Harold E.
Bibliography of Innovation and New Curriculum in American Two-Year Colleges, 1966-1969.
Pub Date [70]
Note—17p.
EDRS Price MF-$0.25 HC-$0.95
Descriptors—Articulation (Program), *Bibliographies, Community Services, *Curriculum, English Curriculum, *Innovation, *Junior Colleges, Remedial Programs, Science Curriculum, Social Sciences, Teaching, Vocational Education
This 15-page bibliography represents 165 articles, books, and reports for the period 1966 through 1969. Its contents are organized by sections and subsections as follows: (1) Curriculum (General); (2) Academic : English, Science, Social Science, Teaching, and Miscellaneous; (3) Vocational: Aviation, Health Services, Nursing, Police-Science, and Miscellaneous; and (4) Miscellaneous: Articulation, Community Services, Disadvantaged and Remedial, Inner City and Community, and International and Foreign. (JO)

ED 044 108 JC 700 253
Alt, Weston M.
A Study of the Validity of Assumptions Related to Year-Round Operation and Extended Hours of Instruction in California Community Colleges.
Pub Date Oct 70
Note—119p.; A study presented to the Board of Governors, California Community Colleges, Sacramento, California
EDRS Price MF-$0.50 HC Not Available from EDRS.
Descriptors—*Enrollment Trends, *Facility Utilization Research, *Junior Colleges, *Quarter System, School Schedules, *Space Utilization
Identifiers—*California
This report analyzes assumptions and conclusions presented in state reports related to increasing efficient use of college facilities through extended hours of instruction and year-round operation. Data were obtained through questionnaires mailed to every California community college district and through studies on these subjects. One chapter presents a review of the studies and reports of the State Coordinating Council for Higher Education leading to this study, and a review of the literature pertaining to calendars of operation. Another chapter reviews studies by district, aspects of the factors involved in calendar conversion, and computation of gain in enrollment capacity by adopting year-round operation. A third chapter investigates the actual use of facilities, and computes the gain in capacity by extending hours of instruction. The last chapter concludes, in general, that conversion to a year-round operation and/or increasing instructional time will do little to solve the long-term needs for additional capacity of most of the districts. Specific conclusions and recommendations are listed. [Not available in hard copy due to marginal legibility of original document.] (Author/RC)

ED 044 109 JC 700 254
Purser, Timothy D.
A Study on the Abolishment of Academic Dismissal and Failing Grades.
Cuyahoga Community Coll., Cleveland, Ohio.
Pub Date Sep 70
Note—29p.
EDRS Price MF-$0.25 HC-$1.55
Descriptors—*Academic Failure, *Administrative Policy, *Expulsion, *Junior Colleges, *School Policy, Statistical Studies, Surveys
Cuyahoga Community College (Ohio) conducted this statistical study of community-junior colleges' academic policy concerning the elimination of academic dismissal and failing grades. To obtain data, a sample of 100 institutions was selected from the 698 regionally accredited junior colleges. Percentage representation in the sample was based on the number of accredited junior colleges in a state compared with the number of all states. Larger institutions were purposely overrepresented (subsequent data analysis indicated no significant relationship between institutional enrollment and its academic policy on this matter). Under these conditions, 100 institutions were randomly selected and mailed a policy and attitude questionnaire. A response rate of 97 per cent was achieved. Analysis of study data indicated that: (1) 17 per cent of the junior colleges in the sample had eliminated academic dismissal and/or failing grades, while 26 per cent were considering it; (2) percentage distribution by region of institutions accepting or considering this policy was: Far West (33 per cent/33 per cent), Southwest (0 per cent/33 per cent), Rocky Mountain (60 per cent/50 per cent), Plains (43 per cent/25 per cent), Great Lakes (8 per cent/40 per cent), Southeast (12 per cent/28 per cent), Mideast (0 per cent/20 per cent), and New England (0 per cent/43 per cent); and (3) extending sample results to accredited junior colleges nationwide indicated that between 33 per cent and 50 per cent have either abolished or are considering abolishment of academic dismissal and/or failing grades as an academic policy. (JO)

ED 044 110 JC 700 255
Sheldon, M. Stephen
Entrance and Placement Testing for the Junior College.
American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Pub Date Dec 70
Note—4p.
Journal Cit—Junior College Research Review; v5 n4 Dec 1970
EDRS Price MF-$0.25 HC-$0.30
Descriptors—Achievement Tests, *Admission Criteria, Aptitude Tests, *Junior Colleges, Research Reviews (Publications), *Standardized Tests, *Student Evaluation, Student Testing, *Testing Problems, Testing Programs
This research review discusses the use of traditional psychometric devices to predict an individual's academic performance, and to determine his admittance into a particular curriculum, particularly in today's open-door, comprehensive, community-junior college. To begin with, most reported uses of the typical achievement or aptitude test appear to ignore such critical elements as: (1) factors influencing the size of the validity coefficient, (2) descriptors of the sample used for correlations, (3) the standard error of estimate, and (4) standardized regression coefficients (betas) in the actual regression equations. In addition, past research has demonstrated that little can be meaningfully added to high school GPA as a predictor of college success. A more appropriate alternative is to determine entry-level skills required by a particular course or curriculum, and to develop procedures that permit evaluation of these skills. This encourages course and curricular admission criteria to be related as closely as possible to course content, rather than to a construct called academic aptitude (a construct whose only operational definition is a test score). Such an approach can be implemented through counseling and encouraging students to attempt only those courses for which they have a high probability of success. (JO)

ED 044 111 JC 700 256
Kester, Donald L.
NOR CAL - An Impressive Achievement: A Review.
Pub Date 70
Note—11p.; Speech presented at the California Junior College Association Annual Convention, San Diego, California, 1970
EDRS Price MF-$0.25 HC-$0.65
Descriptors—*College Freshmen, *Dropout Identification, *Junior Colleges, *Predictive Measurement, *Questionnaires
Identifiers—*California
NOR CAL, the Northern California Research and Development Group composed of 28 California community colleges, aims at identifying problems in community colleges and alternatives for solving them. This paper is a review of the NOR CAL Attrition Project, a 3-year study of potential drop-outs in California community colleges. The purpose of the project was to develop a predictive instrument to identify potential drop-outs. Phase I of the study focused on student background characteristics as factors that predetermine attrition. During the second phase, the NOR CAL questionnaire was validated. During phase III (this year), NOR CAL representatives are attempting to utilize existing curricular and counseling programs to counteract the deficiencies of potential drop-outs. The study reveals that the low-ability, black male who has low educational goals, little parental encouragement, and a low sense of the importance of college is the one most likely to drop out. Questions arising subsequent to this study are mentioned in the NOR CAL questionnaire is included. (RC)

ED 044 112 JC 700 257
Harris, J. Braxton And Others
Administrative Missions of the Two Year College.
Pub Date 70
Note—19p.
EDRS Price MF-$0.25 HC-$1.05
Descriptors—*Administrative Organization, *Administrative Personnel, *Administrator Qualifications, *Administrator Responsibility, College Administration, Job Analysis, *Junior Colleges, Occupational Information
This report describes the administrative organization of two hypothetical comprehensive community-junior colleges: an urban institution with an enrollment of 1500 and a small-town, church-related institution with an enrollment of 1500. Data were obtained from interviews, literature search, and 2-year college publications. Five major administrative offices were examined in terms of their mission, assigned personnel positions, responsibilities, typical tasks, and desirable qualifications. The offices and their assigned personnel are: (1) President's--president, director of institutional research, and college chaplain; (2) Academic Affairs--dean, director of evening programs and community services, director of learning resources/librarian, director of occupational and extension programs, and division heads; (3) Student Affairs--dean, director of student activities, director of health services, director of placement and financial aid, director of counseling and testing, counselors, deans of men and women, and registrar/director of admissions; (4) Business Affairs--director, director of auxiliary services and personnel, superintendent of buildings and grounds; and (5) Development and Public Affairs--director, director of fund raising, alumni secretary, and directo r of public information services. (JO)

ED 044 113 JC 700 258
Career College: Second Annual Report.
Miami-Dade Junior Coll., Fla.
Pub Date Aug 70
Note—85p.
EDRS Price MF-$0.50 HC Not Available from EDRS.
Descriptors—*Cooperative Education, *Disadvantaged Youth, *Dropout Programs, *Junior Colleges, Remedial Programs, *Student Development
Identifiers—*Kuder Occupational Interest Survey
Career College (originally known as Cooperative Education Program for Dropouts) was set up under Title I of the Higher Education Act. The objectives of this program focused on familiarizing the individual with the college environment, fostering independence in program participants, and creating a desire in participants to continue their education beyond the programs conducted by Miami-Dade Junior College. This, the Second Annual Career College Report, analyzes activities and programs in which 82 high school dropouts participated. Several of the remedial courses taught in this program are outlined and evaluated. Programs such as Upward Bound, the Guthrie Job Corps, and the Illinois Curriculum Teaching Social Studies, designed to help students from low-income families acquire a college education, are evaluated. Seminars and conferences on various aspects of education are also discussed and analyzed. Student scores on the Kuder Occupational Interest Survey are presented in tabular form and analyzed. Surveys and questionnaires used to elicit both student and teacher opinion on certain aspects of the Career College are included in the appendices. See ERIC document ED 038 119 for a report of the first year operation of Career College. [Because of marginal reproducibility of original, this document is not available in hard copy.] (RC)

ED 044 114 JC 700 259
Stocking, Joyce
Non-Persisting and Persisting Transfer Program Students.
Pub Date [69]
Note—10p.; Paper presented at the EPDA Institute for Advanced Study in Student Personnel Work in Junior Colleges and Technical Institutes, University of Missouri, Columbia, Sept. 9, 1969 to June 1, 1970
EDRS Price MF-$0.25 HC-$0.60
Descriptors—*Dropout Identification, *Dropout Research, Institutional Research, *Junior Colleges, *Junior College Students, *Persistence, Prediction
Identifiers—*Missouri, School and College Ability Test, Survey of Interpersonal Values
Differences between 20 transfer program persisters (p) and 23 non-persisters (np) on five measures were investigated to identify elements that might characterize persistence. The subjects consisted of freshmen enrolled in the transfer program at Crowder College (Missouri) during the fall of 1967. A comparison of each group's composite School and College Ability Test performance shows similar percentages scoring between 71-80, but a clearly greater percentage of persisters scoring between 51-70. Results on the Survey of Interpersonal Values suggest that the groups are more alike than different, with most scores clustering around the "average" category on five of the six values. Both groups scored somewhat lower in the leadership category. Subsequent enrollment in a 4-year college or university was reported for half the non-persisters and three-fourths of the persisters. Seventy-five per cent of the persisters' mothers and 82 per cent of the non-persisters' mothers completed

high school. Most subjects in each group (p–80 per cent; np–56 per cent) wanted to attend college and were supported in this decision by both parents; however, 17 per cent of the non-persisters did not want to attend, but were encouraged to do so by at least one parent. While generalizations about indicative characteristics are limited because of the small sample size, the nature of the results suggests that replication of the study on a larger level would be valuable. (JO)

ED 044 115 JC 700 260
Weigel, Mark
A Comparison of Persisters and Non-Persisters in a Junior College.
Pub Date [69]
Note—24p.; Paper presented at the EPDA Institute for Advanced Study in Student Personnel Work in Junior Colleges and Technical Institutes, University of Missouri, Columbia, Sept. 9, 1969 to June 1, 1970
EDRS Price MF-$0.25 HC-$1.30
Descriptors—*Dropout Identification, *Dropout Research, Institutional Research, *Junior Colleges, *Junior College Students, *Persistence, Prediction
Identifiers—*Minnesota
Persisting and non-persisting students at Anoka-Ramsey State Junior College (Minnesota) were compared using non-intellective measures. The purpose of this comparison was to differentiate between the two groups through questionnaire responses indicating general characteristics, reasons for attending the junior college, appraisal of services offered by the college, and attitude toward the college environment. The sample consisted of two groups–100 male students in each–who entered the college in the fall of 1968. Response rates of 76 and 49 per cent were recorded for persisters and non-persisters, respectively. Chi-square tests for significance at the .05 level were applied to questionnaire responses. On general information items, no significant response differences were noted. The group of persisters differed significantly from non-persisters in selecting more often "preparation for a better paying job" and "encouragement by people outside the college" as reasons for attending a junior college. Appraisals of the college's services and environment showed persisters significantly more negative about a required general orientation course and significantly more positive about instructor assistance, campus recreational facilities, and emphasis on cultural and intellectual pursuits outside the class. The two reasons most often selected for leaving the college were "that another school would offer more of what I was interested in," and a general feeling of "not getting anywhere." (JO)

LI

ED 044 116 LI 001 883
Perreault, Jean M., Ed.
Reclassification: Rationale and Problems; Proceedings of a Conference on Reclassification held at the Center of Adult Education, University of Maryland, College Park, April 4 to 6, 1968.
Maryland Univ., College Park. School of Library and Information Services.
Pub Date 68
Note—191p.
Available from—Student Supply Store, Maryland University, College Park, Md. 20742 ($5.00)
Document Not Available from EDRS.
Descriptors—Automation, *Cataloging, *Classification, Computer Programs, Conferences, *Data Processing, *Electronic Data Processing, Libraries, Library Programs, Library Reference Services, *Library Services
Identifiers—*Library Automation, Reclassification, University of Maryland
Several factors are involved in the decision to reclassify library collections and several problems and choices must be faced. The discussion of four classification schemes (Dewey Decimal, Library of Congress, Library of Congress subject-headings and Universal Decimal Classification) involved in the choices concerns their structure, currency, availability, flexibility, helpfulness for browsing and acceptance by the public. Problems to be considered include: possible reorganization of the cataloging effort, training or retraining personnel, effect of the change on the public service departments, initial or eventual financial economy, justification of additional expense for better service, interruption of service during reclassification, and cost and effectiveness of using an external agency. Each of these questions is examined in general and in relation to the particular systems already mentioned. The impact of the computer on library operations is examined in the context of the choice between reclassification and avoiding reclassification. The focal problems involve: the development and use of computer-produced shelf-lists, catalogs, and bibliographies and in the utilization of the results of reclassification, in computerized form, for reference service and the control of the collection. (Author/NH)

ED 044 117 LI 001 885
Summer Conference on International Inter-Library Cooperation Held at Clarkson College of Technology, Potsdam, New York, June 7-9, 1967.
North Country Reference and Research Resources Council, Canton, N. Y.
Pub Date Sep 67
Note—120p.
Available from—North Country Reference and Research Resources Council, Care of Library, State University College, Potsdam, N.Y. 13676 ($3.50)
EDRS Price MF-$0.50 HC Not Available from EDRS.
Descriptors—Conferences, Information Services, *Libraries, *Library Cooperation, *Library Reference Services, *Library Services
Identifiers—*Canada, New York
The conference was held by the North Country Reference and Research Resources Council as a means of communicating and cooperating with Canadian libraries situated in close proximity to the Northern New York State libraries composing the Council. Topics covered by invited speakers and round table discussions included: (1) cooperative library developments in New York State and in Ontario, (2) common goals in reference and research information services, (3) the Union Catalog of the National Library of Canada and its services, (4) new paths of libraries, (5) aspects of international cooperation including inter-library loans, cataloging, reference services and the organization of cooperative services, (6) conservation and restoration of library materials, (7) areas for special library cooperation, and (8) recruiting. (AB)

ED 044 118 LI 002 040
The Microfilm Technology Primer on Scholarly Journals.
Princeton Microfilm Corp., N.J.
Pub Date Sep 69
Note—25p.
EDRS Price MF-$0.25 HC-$1.35
Descriptors—*Costs, *Information Retrieval, Information Science, *Libraries, *Microfilm, *Microforms
This primer is intended to acquaint public, academic and special librarians with the current state of the art in microform technology. Brief discussion is given of the advantages and disadvantages, economics, reading and printing capabilities, continuous and unitized microforms and the various analogies of microfilm technology to other technology. Suggestions for keeping current are included. (AB)

ED 044 119 LI 002 061
Asten, Kenneth J.
Data Communications - A Continuing Evolution.
Pub Date May 70
Note—35p.; Presented at the Association for Systems Management, International Systems Meeting, Las Vegas, Nevada, May 18-19, 1970
EDRS Price MF-$0.25 HC-$1.85
Descriptors—*Communications, *Computer Programs, *Electronic Data Processing, *Fundamental Concepts, *Information Systems
In order to build a framework in which to discuss the evolution of data communications, the three main components of a basic data transmission system (source, medium and data sink) are considered to see what has happened in each area since 1960. This somewhat oversimplified basic approach is taken in order to avoid the confusing terminology and jargon which seem to haunt this field. The source can be any data source, including a computer system, which is transmitting data through a medium to a data sink. The medium is everything between the source and sink. The sink is often assumed to be a computer system but this is not necessarily true, since it can be a paper tape, punched cards or a central processor. The evolution of each of these three basic elements within the 10-year time frame is discussed in detail in the most elementary terms and graphically shown by figures and diagrams. A short glossary of data communications terminology is appended. (NH)

ED 044 120 LI 002 114
Standera, Oldrich
COMPENDEX/TEXT-PAC: CIS.
Calgary Univ. (Alberta).
Pub Date Aug 70
Note—94p.; Information Systems Report 6
EDRS Price MF-$0.50 HC-$4.80
Descriptors—Costs, Information Centers, *Information Retrieval, *Information Science, *Information Systems, *Relevance (Information Retrieval)
Identifiers—Canada, CIS, COMPENDEX, *Computerized Engineering Index, Current Information Selection
This report evaluates the engineering information services provided by the University of Calgary since implementation of the COMPENDEX (tape service of Engineering Index, Inc.) service using the IBM TEXT-PAC system. Evaluation was made by a survey of the users of the Current Information Selection (CIS) service, the interaction between the system and the users, system performance on the monthly computer runs, and user satisfaction. Costs of running time for some programs and of providing CIS, along with a pricing policy, are provided. A test of TEXT-PAC as a data base for full text searching capability was conducted, and the limiting factors of the TEXT-PAC system were explored. Because of its large data base and full text processing capability, the COMPENDEX system performance is reasonable. Improvements in relevance and recall can be made by improvements in formulating user profiles. Continuous system evaluation is required, along with user and search-editor training, improved feedback, and provision of word-frequency listings as an aid to correct profile formulation. (AB)

ED 044 121 LI 002 115
Standera, Oldrich
COMPENDEX Profiling Guide.
Information Retrieval Research Council of Alberta, Edmonton.
Pub Date Jun 70
Note—41p.
EDRS Price MF-$0.25 HC-$2.15
Descriptors—*Information Science, *Information Services, *Information Systems, Manuals
Identifiers—Canada, CIS, COMPENDEX, *Computerized Engineering Index, Current Information Selection
This manual provides instructions for completing the COMPENDEX (Computerized Engineering Index) Profile Submission Form used to prepare Current Information Selection (CIS) profiles. An annotated bibliography lists nine items useful in searching for proper profile words. (AB)

ED 044 122 LI 002 125
Fry, Bernard M. And Others
Design Study for Long Range Research Program.
Indiana Univ., Bloomington. Research Center for Library and Information Science.
Spons Agency—Department of the Army, Washington, D.C.
Pub Date 10 Apr 69
Note—117p.
EDRS Price MF-$0.50 HC-$5.95
Descriptors—Government Libraries, *Information Centers, Information Needs, *Information Networks, *Information Services, *Information Systems, Libraries, Program Design, Research Design, Research Methodology, Research Projects
A plan is presented for a long-range research program, the objective of which will be to identify technical information problems and policies relating to Federal libraries and information services, to determine priorities among those issues requiring attention, and to develop research designs for each project recommended. The program is presented in the following three phases: (1) a study of the state-of-the-art; (2) the

identification of problems requiring research and distinguishing between those which should be in the province of the Department of Defense (DOD) from those which should have multiple sponsorship and those which should be sponsored outside DOD; and (3) an implementation plan consisting of a series of research designs for each project recommended which will state the objectives, the methodology to be employed, the scope of the investigation, the nature of the research, research staff required, the time schedule, and the estimated cost. (MF)

ED 044 123 LI 002 143
Hill, Mildred M.
Library Services for State Government; An Evaluation of the Resources of the Oregon State Library.
Oregon State Library, Salem.
Pub Date 68
Note—56p.
EDRS Price MF-$0.25 HC-$2.90
Descriptors—Evaluation, *Library Collections, Library Reference Services, *Library Services, *Library Standards, *State Agencies, *State Libraries
Identifiers—*Oregon
This study outlines the types of library service required to furnish quality reference services to state agencies. The services provided by the Oregon State Library were evaluated according to the standards established by the American Library Association. Evaluation of the collection for scope and coverage in subject areas of automation, behavioral sciences, civil engineering, departmental libraries, economic planning, indexes and abstract services, information storage and retrieval, institutions, nursing, personnel, public finance and state government showed that the collection meets the needs of government and that the basic tools for providing quality service are available. Weaknesses exist in special reports and studies by private associations and organizations. Suggestions for making the available resources known to users are given along with suggested acquisitions in behavioral sciences, blind, medical library and reference, mental retardation, nursing, periodicals and rehabilitation literature. A list of bibliographies consulted for evaluation purposes is appended. (AB)

ED 044 124 LI 002 152
Humphry, John A. Humphry, James, III
Library Cooperation in Metropolitan Baltimore: A New Approach to Determining Library Locations and Services (Review of Short and Long Range Work Programs Baltimore Metropolitan Area Library Study).
CONSAD Research Corp., Pittsburgh, Pa.
Spons Agency—Maryland State Dept. of Education, Baltimore.; Regional Planning Council, Baltimore, Md.
Pub Date Jul 70
Note—42p.; Revised July, 1970
EDRS Price MF-$0.25 HC-$2.20
Descriptors—*Library Cooperation, *Library Networks, *Library Planning, *Library Services, Library Surveys, Models, Public Libraries, *Regional Libraries, Systems Analysis, Use Studies
Identifiers—*Baltimore
Two parallel streams of work are the subject of this review: (1) the design of a long-range work program and planning process, and (2) the development of analytical techniques which give information about the use of libraries, new or old, and their service areas. The analytical model of library behavior proved illuminating, but is an area of investigation which requires more work. The process of developing the Long-Range Work Program called attention to the fact that the Enoch Pratt Free Library, Baltimore City, is critical to the functioning of the whole regional library complex and that each local library system is a part of the regional whole. The main emphasis of the Long-Range Work Program is on developing a system for long-range planning and budgeting as well as inter-agency cooperation. As such, the research is much more "process-oriented" than "product-oriented." The main emphasis of the Short-Range Work Program is to learn about the effect of library location and other variables upon the use of a library as an aid in location and planning of a new library facility. (MF)

ED 044 125 LI 002 154
Croghan, Antony
A Thesaurus-Classification for the Physical Forms of Non-Book Media.
Pub Date 70
Note—47p.
Available from—Antony Croghan, 17 Coburgh Mansions, Handel St., London, W.C. 1 ($3.00)
Document Not Available from EDRS.
Descriptors—*Classification, Codification, Information Retrieval, Lexicography, *Subject Index Terms, *Taxonomy, *Thesauri
Identifiers—*Nonbook Materials
This classification scheme attempts to demonstrate a method of controlling and organizing an indexing language for the physical forms of nonbook media. The classification is based on the technique of facet analysis. It comprises a classification of the concepts of the subject with an alphabetical listing of the verbal descriptions of the subject. The link between these is provided by a numerical notation that acts as a short code statement for these concepts and descriptions. The basic groups within this classification are as follows: Visual media, which is divided into moving media and still media. Within the still media is the special medium consisting of objects that deal with geography. These are followed by the non-visual media, which is divided into sound media and those media used by information machines, e.g., punch cards, magnetic tapes, etc. Finally, there are the programmed media, e.g., a scrambled book or computer programmed instruction. The classification excludes all microform concepts and most of the concepts dealing with technology of non-book media. (MF)

ED 044 126 LI 002 157
Lincoln, C. M., Ed.
Educating the Library User; Proceedings of the Fourth Triennial Meeting of the International Association of Technological University Libraries, Loughborough, April 1-3, 1970.
Loughborough Univ. of Technology (England).
Pub Date 70
Note—138p.
Available from—The Library, Loughborough Univ. of Technology, Loughborough, Leicestershire, England ($4.80)
Document Not Available from EDRS.
Descriptors—*College Libraries, College Students, Information Services, Library Cooperation, *Library Instruction, *Library Services, Library Surveys, *University Libraries, *Use Studies
The problem of user education is the central theme of the Fourth Triennial Meeting of International Association of Technological University Libraries. The papers presented are supplemented with references, and with a verbatim question and answer section. The eleven papers are: (1) Information Services in Academic Libraries by M. B. Line, (2) Educating the Students as Library Users in Hungarian Technical Universities by K. Heberger and J. Balazs, (3) Use of Hamburg University Library Catalogues by Students by G. Schoch, (4) Some Effects of the 'Science of Science' on the Education of the Library User in the D.D.R. by D. Schmidmaier, (5) Experience in Educating the User at the NLL by A. G. Myatt, (6) Cooperation Between Libraries in Organizing Discipline Oriented Instruction by M. W. Hill, (7) The Library as an Academic Department by A. J. Evans, (8) Survey of Non-Users of a Technological University Library by J. Lubans, (9) Evaluation of Student Response to a Library Instruction Trials Programme Using Audiovisual Aids by H. A. Chesshyre and P. J. Hills, (10) Production of Video-tapes for Library Instruction - an Account of Experience at Brunel University by R. W. P. Wyatt, (11) The Future of Information Provision by D. J. Hillman. (MF)

ED 044 127 LI 002 158
Woods, Julia A.
The Periodical Bank Through 1969 and the First Fiscal Year Annual Report. Revised Edition.
Associated Colleges of the Midwest, Chicago, Ill.
Pub Date Aug 70
Note—55p.
EDRS Price MF-$0.25 HC-$2.85
Descriptors—*College Libraries, Cooperative Programs, *Library Collections, *Library Cooperation, Library Networks, *Periodicals, *Shared Services
Identifiers—*Periodical Bank
Twelve colleges incorporated under the Associated Colleges of the Midwest (ACM), began a library cooperative program to establish a Periodical Bank. The prime purpose of the Bank is to provide college students and faculty access to a larger number of periodicals than could be provided by their individual libraries. Under the proposed plan, each ACM library was to sell paper backfiles up to a total of $50,000 which would be assigned to the Service Library and Periodical Bank, $440,000 of the total $500,000 would be used to purchase commercially available periodical backfiles in microforms. The libraries, on the average, have doubled their periodical holdings through the Bank, at a fraction of the cost each would usually incur for such acquisitions. (MF)

ED 044 128 LI 002 159
Martin, Betty, Ed.
Using the Media Center: Guidelines for Teachers and Media Specialists.
Greenville County School District, Greenville, S.C.
Pub Date 68
Note—150p.; Second edition, revised
EDRS Price MF-$0.75 HC-$7.60
Descriptors—Guidelines, *Individualized Instruction, *Instructional Materials Centers, *Media Specialists, *Teachers
This handbook offers suggestions to guide students in the skills of using media to make a maximum contribution to their intellectual and personal development. The ideas presented can be useful for media specialists and teachers in any grade or subject area. The teacher has the responsibility to: (1) be acquainted with the media center's resources, (2) recognize and identify the need for instruction on media, (3) teach according to his competency, (4) plan many opportunities for students to use skills after they are taught, (5) involve students in planning and evaluation, (6) provide for varying ability levels, (7) call on the media specialist for assistance and materials when needed, and (8) promote his own growth in the skill of guiding students in the use of the media center. The media specialist has the responsibility to: (1) make the center accessible, flexibly administered and attractive; (2) be well-informed about the school curriculum, student interests and related media skills and experiences; (3) identify needs; (4) plan for experiences with teachers; (5) provide teaching materials for media experiences; (6) teach lessons as needed; (7) provide individual instruction; and (8) grow professionally and stimulate the increase of knowledge and use of media. (Author/NH)

ED 044 129 LI 002 162
Liebesny, Felix, Ed. Ostrowska, Krystyna, Ed.
A Guide to the World's Training Facilities in Documentation and Information Work [Prepared by the] Central Institute for Scientific, Technical and Economic Information, Warsaw, Poland. Second Edition.
International Federation for Documentation, The Hague (Netherlands).
Report No—FID-461
Pub Date 69
Note—291p.
Available from—FID Secretariat, 7 Hofweg, The Hague, Netherlands ($8.37)
EDRS Price MF-$1.25 HC Not Available from EDRS.
Descriptors—College Programs, *Curriculum Guides, Doctoral Programs, *Documentation, *Information Science, *Library Education, *Library Schools
Identifiers—*International Federation for Documentation
This guide presents up-dated information, on a world-wide basis, on training facilities in documentation and information work. Only data relating to the formal training of documentalists, information workers and special librarians are included, except for those countries in which only short courses or seminars are available. Forty-seven countries are listed in alphabetical order, with a total of 159 institutions, listed under these countries, arranged alphabetically by the English version of place-name locations within the countries. The level of training, post-graduate, graduate, non-graduate, or special, available at each location is listed. A list of courses for users and potential users and a list of more specialized courses are appended. (AB)

ED 044 130 LI 002 165
Hudzik, John K.
A Fiscal and Organizational Analysis of Public Libraries in Michigan.
Michigan State Dept. of Education, Lansing.
Pub Date 70
Note—110p.
EDRS Price MF-$0.50 HC-$5.60
Descriptors—Evaluation, *Financial Support, *Library Cooperation, Library Programs, *Library Services, *Organization, *Public Libraries, State Aid, Surveys
Identifiers—*Michigan
Chapter I is a descriptive statement of the current financial status and operations of Michigan libraries with an analysis of the implications various modes of financing have on levels and types of services. Chapter II summarizes findings from both the survey conducted by personal interviews with 45 of Michigan's public librarians, randomly selected, and from the mail survey of 100 librarians also randomly selected. Chapter III isolates some special problems of libraries in Michigan, while Chapter IV does the same for large libraries in particular. Chapter V presents a description of Michigan library resources over time and compares some features of these resource levels to other states and standards. Chapter VI summarizes findings on the current status of the State Library and analyzes some of the inadequacies and resultant needs of that library. Chapter VII summarizes recent programs in Michigan and some other states on the uses of university and college libraries as resource centers for the general public. Chapter VIII presents a list of recommendations which takes into account the current service levels of Michigan libraries, providing a practical plan for development toward standards considered minimal by most library authorities. (Author/NH)

ED 044 131 LI 002 167
Mathews, Virginia H. Lacy, Dan
Response to Change: American Libraries in the Seventies.
Indiana Univ., Bloomington. Graduate Library School.
Spons Agency—Indiana State Library, Indianapolis.
Pub Date 70
Note—47p.; Indiana Library Studies Report 1
EDRS Price MF-$0.25 HC-$2.45
Descriptors—*Automation, Communications, Computers, *Economic Factors, Ethnic Groups, Information Services, Librarians, *Libraries, *Library Planning, *Library Services, Social Change, Social Influences
Identifiers—*Indiana, Indiana Library Studies, Library Automation
The effects of social change on libraries nationally are presented in order to provide a framework for the Indiana-oriented study of library futures. The two major postwar social changes that have most directly affected libraries are: (1) population changes in growth, distribution and quality; and (2) increased investment in scientific research and development. Four postwar developments in communications have had major effects on libraries: (1) the creation and widespread distribution of paperbound books, (2) the growth of newsmagazines as the dominant printed news medium, (3) the rise of television, and (4) the development of new technology in information storage, retrieval and dissemination. Two important ways in which libraries will be able to meet the challenges of the future are by the use of computers to automate the library's acquisitions, cataloging, circulation, inventory and statistical work and by going out, both psychologically and physically into the community which is to be served and learning to operate in terms meaningful to those they are trying to reach. It is the librarian's responsibility to use the new technology whenever it is useful, to raise and broaden professional standards, to develop broad and imaginative patterns of national cooperation, and to express a keen and pervasive sense of the library's enlarged social commitment. (NH)

ED 044 132 LI 002 168
Constantine, J. Robert
The Role of Libraries in the Cultural History of Indiana.
Indiana Univ., Bloomington. Graduate Library School.
Spons Agency—Indiana State Library, Indianapolis.
Pub Date 70
Note—66p.; Indiana Library Studies Report 2
EDRS Price MF-$0.50 HC-$3.40
Descriptors—Cultural Activities, *History, *Libraries, *Library Services
Identifiers—*Indiana, Indiana Library Studies
The libraries of Indiana, as agencies of culture, have been vitally affected by wars, cycles of prosperity and depression and by innovations in public policy at the national level of government, reflecting the history of the state. Although an overriding importance has been attached to the libraries of the state as a means of promoting the material interests of both individuals and society, adequate funding has been rare. Funding requirements in the future promise a challenge of greater magnitude as the library's traditional role of continuing education is enlarged. Libraries will be expected to provide services to cope with the increased leisure time of society and to meet the critical needs of society for an educated electorate. A listing of 126 items describes reference sources on the historical aspects of state development. (AB)

ED 044 133 LI 002 169
Bonser, Charles F. Wentworth, Jack R.
A Study of Adult Information Needs in Indiana.
Indiana Univ., Bloomington. Graduate Library School.
Spons Agency—Indiana State Library, Indianapolis.
Pub Date 70
Note—130p.; Indiana Library Studies Report 3
EDRS Price MF-$0.75 HC-$6.60
Descriptors—Information Utilization, *Library Services, Models, *Public Libraries, *Use Studies
Identifiers—*Indiana, Indiana Library Studies
The major objectives of this study of adult information needs in Indiana were: (1) to gain some understanding of present and future needs of the business and industry, agriculture and labor sectors of Indiana's economy, (2) to determine and evaluate how these sectors now meet information needs and (3) to explore the information-acquiring habits of the general public, their willingness to pay for library services, and their opinions of present services and changes which could be made. The conclusions of the study, which can serve as a model for public libraries throughout Indiana, indicate that the public library has little relevance to the information needs of the adult population. The well-educated housewife is the major user, few men make use of the library and the library is not meeting the self-education or reference functions set as its major reason for existence. New approaches and operating techniques must be tried or the public library will become an extension of the public schools or a publicly subsidized recreational service for the well-educated housewife. (AB)

ED 044 134 LI 002 170
Foust, James D. Tower, Carl B.
General Economic and Demographic Background and Projections for Indiana Library Services.
Indiana Univ., Bloomington. Graduate Library School.
Spons Agency—Indiana State Library, Indianapolis.
Pub Date 70
Note—64p.; Indiana Library Studies Report 5
EDRS Price MF-$0.50 HC-$3.30
Descriptors—*Demography, *Economic Factors, *Library Facilities, *Library Planning, *Library Services, Population Growth
Identifiers—*Indiana, Indiana Library Studies
Before future library needs can be estimated, economic and demographic variables that influence the demand for library services must be projected and estimating equations relating library needs to economic and demographic parameters developed. This study considers the size, location and age-sex characteristics of Indiana's current population and projects these population characteristics through 1990. A partial profile of the Indiana economy, including educational attainment and employment data, is also presented. Projections of the demand for future library resources are essential to efficient, intelligent planning for library facilities and, if the state of Indiana is to supply its future citizens with adequate library services, both careful planning and improved organization will be required. (Author/NH)

ED 044 135 LI 002 171
Foust, James D. Hughes, Warren R.
Regional Supply and Demand for Library Services.
Indiana Univ., Bloomington. Graduate Library School.
Spons Agency—Indiana State Library, Indianapolis.
Pub Date 70
Note—52p.; Indiana Library Studies Report 6
EDRS Price MF-$0.25 HC-$2.70
Descriptors—Information Services, Libraries, Library Circulation, *Library Facilities, *Library Planning, *Library Services, Population Growth
Identifiers—*Indiana, Indiana Library Studies
This study contains an inventory of Indiana's present library facilities together with projections of the need for future library resources based on the population projections. To facilitate presentation and analysis of the data in this report, 14 state planning regions were used. The relevant geographic regions section defines Indiana's economic regions, discusses administering Indiana's libraries on a regional basis, and the feasible regions for public libraries in Indiana. This is followed by a discussion of the library and information services now available in Indiana's public, school, institutional and business libraries. A look at the future demand for library services precedes the equating of present and future demand for library services. Appendix B states the equation used to predict future circulation. (NH)

ED 044 136 LI 002 172
Pfister, Richard L. Milliman, Jerome W.
Economic Aspects of Library Service in Indiana.
Indiana Univ., Bloomington. Graduate Library School.
Spons Agency—Indiana State Library, Indianapolis.
Pub Date 70
Note—151p.; Indiana Library Studies Report 7
EDRS Price MF-$0.75 HC-$7.65
Descriptors—*Cost Effectiveness, *Economic Factors, *Library Services, *Public Libraries, *Use Studies
Identifiers—*Indiana, Indiana Library Studies
This economic analysis of Indiana public libraries is an experimental and exploratory attempt at benefit-cost analysis of library service. The economic issues that arise in decisions concerning the provision and financing of libraries are highlighted. The questions that economists raise in analyzing the provision of public goods or services are given. The issues and questions that should receive attention if public agencies or other organizations are to make efficient use of resources in supplying library services are indicated. The evaluation in this part of the Indiana Library Studies Series applies to all libraries although most of the examples and data pertain to public libraries. (Author/NH)

ED 044 137 LI 002 173
McCrossan, John A.
Library Services for Indiana's Handicapped.
Indiana Univ., Bloomington. Graduate Library School.
Spons Agency—Indiana State Library, Indianapolis.
Pub Date 70
Note—54p.; Indiana Library Studies Report 8
EDRS Price MF-$0.25 HC-$2.80
Descriptors—Audiovisual Aids, Costs, *Handicapped, *Library Equipment, *Library Materials, *Library Services, Reading Interests, *State Libraries
Identifiers—*Indiana, Indiana Library Studies
This project is concerned with public, school, and academic library services for the non-institutionalized handicapped of Indiana. Some of the most important questions which are discussed are the following: Who are the handicapped who are unable to use regular library materials and services? What level of library services is presently available to them? What special types of materials and equipment are required for quality services? What are some of the better techniques to use in serving the handicapped? Cost of the service, reading interests of the handicapped and staffing problems are among the other matters discussed. (NH)

ED 044 138 LI 002 174
Casey, Genevieve M.
Library Services to Residents of Indiana State Institutions.

Indiana Univ., Bloomington. Graduate Library School.
Spons Agency—Indiana State Library, Indianapolis.
Pub Date 70
Note—99p.; Indiana Library Studies Report 9
EDRS Price MF-$0.50 HC-$5.05
Descriptors—Institutionalized (Persons), *Institution Libraries, Institutions, *Library Facilities, *Library Services, *Library Standards, Library Surveys, Medical Libraries, Special Services, State Standards, State Surveys
Identifiers—*Indiana, Indiana Library Studies
This study measures the performance of Indiana state institutions against current hospital library standards, estimates the cost of bringing library service up to minimum standards, proposes alternate administrative patterns for institutional library services in Indiana, recommends priorities, and proposes a plan for phasing-in the improvement of library service. Recommendations are made on special library services to the mentally retarded. Additional recommendations suggest that the State Library establish a demonstration model institution library in one institution, which provides quality service meeting national standards, and evaluative procedures to be set up at the beginning of the project to measure the results of the library service in terms of the purpose of the institution. At the same time, the State Library should aid remaining institution libraries by an active in-service training program addressed to institution educational directors as well as to librarians. The State Library should immediately undertake the acquisition, cataloging and processing of all materials ordered for all state institution libraries, and establish a central audio-visual collection for the use of all state institutions. (MF)

ED 044 139 LI 002 175
Olson, Edwin E.
Survey of User Service Policies in Indiana Libraries and Information Centers.
Indiana Univ., Bloomington. Graduate Library School.
Spons Agency—Indiana State Library, Indianapolis.
Pub Date 70
Note—298p.; Indiana Library Studies Report 10
EDRS Price MF-$1.25 HC-$15.00
Descriptors—Information Centers, Information Services, Libraries, *Library Research, *Library Services, *Library Surveys, Questionnaires, State Surveys, *Use Studies
Identifiers—*Indiana, Indiana Library Studies
The areas of strength and the areas of weakness in the general patterns of library user service policies in Indiana are identified. The study also presents information which will have an impact on planning and provision of future library services in the state. The current pattern of library service policies in Indiana are compared with the optimal policy chosen by groups of librarians and the ideal policy from the users' view point. Part One of this report presents important aspects of the study methodology. In Part Two, after a discussion of assumptions, and the organization and overview of the data, the study findings are presented according to the outline of user service policies used in the questionnaire. In Part Three, the conclusions and implications of the study for the state of Indiana are discussed. The appendices present additional methodological detail, and the Supplement presents all of the descriptive data tables and detailed weights obtained in the study. (MF)

ED 044 140 LI 002 176
Kenney, Brigitte L.
A Survey of Indiana Special Libraries and Information Centers.
Indiana Univ., Bloomington. Graduate Library School.
Spons Agency—Indiana State Library, Indianapolis.
Pub Date 70
Note—82p.; Indiana Library Studies Report 11
EDRS Price MF-$0.50 HC-$4.20
Descriptors—*Information Centers, Library Collections, Library Cooperation, *Library Surveys, Questionnaires, *Special Libraries, *State Libraries, *State Surveys
Identifiers—*Indiana, Indiana Library Studies
Special libraries and information centers in Indiana were surveyed in the fall of 1968. A compilation, with some interpretation of the questionnaire data from 70 libraries, is presented. The major recommendations of this report are improved communications among all librarians and improved bibliographic tools and methods. Specific recommendations include: (1) the State Library should speed-up centralized photocopy service, with messenger delivery in the Indianapolis area, and should centralize billing procedures; (2) the teletype network presently operated by the State Library be extended to include major special libraries; (3) Indianapolis be considered a pilot area for testing a number of ways in which a closer relationship between special libraries and other kinds of libraries might be achieved; and (4) a "Directory of Special Library Resources" be published and disseminated to other types of libraries. An Industrial Information Service is recommended to serve Indiana businessmen and small manufacturers, possibly centered at the Aerospace Research Applications Center, and be sponsored by the Indiana State Library. Further recommendations must await a pooling of all Indiana Library Studies reports. (MF)

ED 044 141 LI 002 177
Thompson, Donald E., Comp. Rothacker, J. Michael, Comp.
Directory of Special and Subject Collections in Indiana.
Indiana Univ., Bloomington. Graduate Library School.
Spons Agency—Indiana State Library, Indianapolis.
Pub Date 70
Note—101p.; Indiana Library Studies Report 12
EDRS Price MF-$0.50 HC-$5.15
Descriptors—Interlibrary Loans, Library Circulation, *Library Collections, *Library Materials, Library Surveys, *Public Libraries, *School Libraries, Special Libraries, *State Libraries
Identifiers—*Indiana, Indiana Library Studies
The directory includes the special collections and subject collections of 313 libraries in Indiana: 125 public libraries, 109 academic libraries, 44 special libraries, 11 libraries in Indiana State Departments and institutions, 20 libraries in historical societies, and 4 miscellaneous libraries. Subject headings, other than personal names, are mostly Library of Congress subject headings. Personal names for manuscript collections of several hundred pieces are included. Also included is information on counties. Subjects not included in this listing are: (1) several broad subject areas covered by large libraries, (2) information on cities and towns and (3) information on colleges and universities. General regulations governing the use of the collections by persons not normally served by the libraries are listed by a coding system. (MF)

ED 044 142 LI 002 178
Thompson, Donald E., Comp. Rothacker, J. Michael, Comp.
Directory of Indiana Libraries.
Indiana Univ., Bloomington. Graduate Library School.
Spons Agency—Indiana State Library, Indianapolis.
Pub Date 70
Note—97p.; Indiana Library Studies Report 14
EDRS Price MF-$0.50 HC-$4.95
Descriptors—*Directories, *Libraries, *Public Libraries, *School Libraries, *Special Libraries, State Libraries
Identifiers—*Indiana, Indiana Library Studies
The directory was compiled as part of the Indiana Library Studies. The list is arranged by public libraries, academic libraries, special libraries, libraries of Indiana state departments and institutions, school libraries, and historical societies. The name, address and telephone number are given for all libraries. (Author/NH)

ED 044 143 LI 002 179
Casey, Genevieve M.
The Indiana State Library, A Preliminary Study.
Indiana Univ., Bloomington. Graduate Library School.
Spons Agency—Indiana State Library, Indianapolis.
Pub Date 70
Note—31p.; Indiana Library Studies Report 15
EDRS Price MF-$0.25 HC-$1.65
Descriptors—*Evaluation, *Librarians, Library Planning, Personnel Needs, *Professional Personnel, *Salaries, *State Libraries
Identifiers—*Indiana, Indiana Library Studies
The scope of this study is: (1) an evaluation of the professional salaries of the State Library, in comparison with salaries in other libraries in Indiana and other state libraries; (2) an evaluation of professional personnel needs at the State Library; (3) an investigation of the feasibility of creating now a major division within the State Library to serve state government and (4) recommendations for further study. The basic assumption of this study is that Indiana needs, and will continue to need, a strong state library capable of offering dependable and creative information services. Recommendations resulting from this study include: (1) professional staff salaries to be raised by $1,500.00 per year, (2) heads of major reference departments be reclassified to the Librarian IV position, (3) the adequacy of the supporting staff be studied, (4) consider restructuring the State Library to strengthen its services, and (5) strengthen the professional staff by adding the following positions: one Librarian IV to direct service to state government; one librarian V to coordinate the Indiana Resource Center and the teletype interloan network linking resource libraries of the state; and one Librarian III to engage in research and planning for the whole library. (NH)

ED 044 144 LI 002 180
Casey, Genevieve M.
Structuring the Indiana State Library for Interlibrary Coordination.
Indiana Univ., Bloomington. Graduate Library School.
Spons Agency—Indiana State Library, Indianapolis.
Pub Date 70
Note—108p.; Indiana Library Studies Report 16
EDRS Price MF-$0.50 HC-$5.50
Descriptors—Library Collections, *Library Networks, *Library Planning, Library Services, *State Libraries
Identifiers—*Indiana, Indiana Library Studies
The purpose of this study was to make recommendations on how the Indiana State Library should be structured to effect the coordination of resources and services in all types of libraries for the benefit of the citizens of Indiana. It was recommended that the Indiana State Library should: (1) convene a permanent council for the improvement of library and information services to students and teachers; (2) convene a permanent council for the coordinated building and use of major subject collections in the state; (3) initiate a series of contracts with appropriate major resource libraries to provide 24-hour access to materials, bibliographical searches and current awareness services to professional groups in the state, and (4) build its collections in those fields not already covered, or logically to be covered, by other resource libraries of the state. (NH)

ED 044 145 LI 002 181
Casey, Genevieve M.
Information Services to Indiana State Government; A Survey with Recommendations.
Indiana Univ., Bloomington. Graduate Library School.
Spons Agency—Indiana State Library, Indianapolis.
Pub Date 70
Note—78p.; Indiana Library Studies Report 19
EDRS Price MF-$0.50 HC-$4.00
Descriptors—*Information Services, *Library Planning, *Library Services, Questionnaires, *State Government, State Libraries, State Surveys
Identifiers—*Indiana, Indiana Library Studies
Two questionnaires were used to survey the information resources available to the legislative and executive branches of state government in Indiana. The questionnaires sought information on library and information resources and services currently available from where professional personnel seek information not available in their immediate offices, and what services they felt necessary and/or desirable. Additional information was gathered by interviews with the State Library staff responsible for services to state government and the personnel in other state departments. The report is divided into seven chapters: (1) purpose, scope, methods of study; (2) national standards, Indiana statutes and extent of state employment in Indiana; (3) library and information services to staff in Indiana state hospitals; (4) library and information services to staff in Indi-

ana correctional institutions; (5) present library and information services to other state agencies in Indiana; (6) options for improved library and information services to Indiana State Government; and (7) recommendations. The 2 questionnaires are appended and 14 charts included in the report are listed. (NH)

ED 044 146 LI 002 182
Bernstein, George B.
A Fifteen-Year Forecast of Information-Processing Technology. Final Report.
Naval Supply Systems Command, Washington, D.C.
Pub Date 20 Jan 69
Note—188p.
EDRS Price MF-$0.75 HC-$9.50
Descriptors—*Data Processing, Decision Making, *Information Processing, *Information Theory, Methodology, *Prediction, *Techniques
Identifiers—DELPHI Technique, Forecasting, SEER, *System for Event Evaluation and Review
This study developed a variation of the DELPHI approach, a polling technique for systematically soliciting opinions from experts, to produce a technological forecast of developments in the information-processing industry. SEER (System for Event Evaluation and Review) combines the more desirable elements of existing techniques: (1) intuitive (consensus and individual forecasting), (2) trend extrapolation, (3) trend correlation analysis, and (4) normative approach. Application of this approach, oriented toward user requirements, indicated no gaps in hardware technology, but in application of technology to user needs. Four areas to be stressed in total communication, based on all man/machine relationships, are: (1) user satisfaction, (2) standardization of procedures, equipment, software and data elements, (3) the machine as an extension of man, and (4) new organization of machine systems. SEER forecasting permitted the utilization of information not generated by the user and identifies alternatives to facilitate executive decision-making, planning and resource allocation. (AB)

ED 044 147 LI 002 184
Smith, Joan M. B.
The Development of an Interlibrary Loan Agreement Among Biomedical Libraries of Metropolitan Detroit.
Kentucky, Ohio, Michigan Regional Medical Library, Detroit, Mich.
Spons Agency—Public Health Service (DHEW), Washington, D.C.
Pub Date Aug 70
Note—15p.; Papers and Reports 7
EDRS Price MF-$0.25 HC-$0.85
Descriptors—Decentralized Library Systems, *Interinstitutional Cooperation, *Interlibrary Loans, *Library Cooperation, Library Networks, Library Services, *Medical Libraries
Identifiers—*Kentucky Ohio Michigan Regional Medical Library, Regional Medical Library
In an attempt to break down interinstitutional isolation, a group of biomedical librarians developed an interlibrary loan agreement with the specific goal of promoting better access to biomedical information for health care workers in the Metropolitan Detroit area. This is a report on the development of that agreement, which includes the eight-part agreement of the "Interlibrary Loan Agreement Among Biomedical Libraries of Metropolitan Detroit." This agreement records on paper what has developed through years of cooperation and provides a mechanism for group action. (MF)

ED 044 148 LI 002 185
Pings, Vern M.
KOMRML, The First Year's Experience.
Kentucky, Ohio, Michigan Regional Medical Library, Detroit, Mich.
Spons Agency—Public Health Service (DHEW), Washington, D.C.
Pub Date Mar 70
Note—52p.; Papers and Reports 5
EDRS Price MF-$0.25 HC-$2.70
Descriptors—*Decentralized Library Systems, Interinstitutional Cooperation, *Library Cooperation, *Library Networks, *Medical Libraries, *Regional Libraries
Identifiers—*Kentucky Ohio Michigan Regional Medical Library, Regional Medical Library
This report attempts to relate the first year's experience of the Kentucky, Ohio, Michigan Regional Medical Library (KOMRML). Ten academic institutions in Kentucky, Ohio, and Michigan (KOM) are supporting an agreement signed on May 1, 1968 to form an organization with the general objective to work toward making the resources of each of the participating institutions' health sciences library accessible to KOM. Although there is as yet no way to measure the success of the KOMRML decentralized approach, the regional network is functioning. An organization has been formed encompassing a geographic region 1,000 miles long by almost 500 miles wide that includes nearly 10% of the nation's health professionals. KOMRML is serving as a mechanism for responsible institutions to contribute to national goals. (MF)

ED 044 149 LI 002 186
Lorenzi, Nancy
Hospital Libraries; A Method for Surveying for the Ohio Valley Regional Medical Program. A Working Paper.
Kentucky, Ohio, Michigan Regional Medical Library, Detroit, Mich.
Spons Agency—Public Health Service (DHEW), Washington, D.C.
Pub Date Feb 70
Note—31p.; Papers and Reports 4
EDRS Price MF-$0.25 HC-$1.65
Descriptors—*Data Collection, Library Education, Library Extension, Library Programs, Library Services, *Library Surveys, *Medical Libraries, *Records (Forms)
Identifiers—*Kentucky Ohio Michigan Regional Medical Library, Regional Medical Library
The Regional Medical Libraries and Regional Medical Programs are making efforts to improve access to the scholarly record of medicine to all health professionals through hospital and other clinical environments. This working paper furnishes an explanation of: (1) the background and preparation of hospital library survey forms used by the Ohio Valley Regional Medical Program, University of Louisville division, and (2) the procedure used by the University of Louisville for surveying hospital libraries within the Ohio Valley Regional Medical Program area. All forms described have been tested and implemented by the University of Louisville, Library Extension Service. (MF)

ED 044 150 LI 002 187
KOMRML, Document Delivery Service, an Evaluation of Its Value and Operation from Responses to a Questionnaire.
Kentucky, Ohio, Michigan Regional Medical Library, Detroit, Mich.
Spons Agency—Public Health Service (DHEW), Washington, D.C.
Pub Date Jul 70
Note—25p.; Papers and Reports 6
EDRS Price MF-$0.25 HC-$1.35
Descriptors—*Interlibrary Loans, Library Cooperation, *Library Networks, *Library Services, *Library Surveys, Medical Libraries, *Questionnaires, Regional Libraries
Identifiers—*Kentucky Ohio Michigan Regional Medical Library, Regional Medical Library
The Kentucky, Ohio, Michigan Regional Medical Library (KOMRML), a service organization made up of the libraries of ten academic institutions, has within a year created an identifiable organization. A questionnarie was sent to 440 participants in this organization to determine: (1) if it was one that was causing constructive changes, and (2) if the organization could be improved and if planning should be started to institutionalize the organization. Since 70% of the respondents indicated that KOMRML decreased the time required to obtain a document, the organization has functioned as anticipated. Also, 75% of the respondents indicated they experienced no difficulty with the network's operational procedures. Since 6% of the institutions using KOMRML's document delivery service accounted for almost 60% of all transactions, the policy of "free" interlibrary loan service becomes questionable. With the limited funds available, KOMRML is, in effect, subsidizing the large institutions without being able to promote equalization of access to the smaller institutions. For KOMRML to concentrate its development to work on the expressed needs of clinical institutions will depend on: (1) the national priorities of the Regional Medical Library program, and (2) the ability of KOMRML to provide dependable and equal service to all. (MF)

ED 044 151 LI 002 188
Pings, Vern M.
Health Science Library Organizations.
Kentucky, Ohio, Michigan Regional Medical Library, Detroit, Mich.
Spons Agency—Public Health Service (DHEW), Washington, D.C.
Pub Date Sep 70
Note—14p.; Papers and Reports 8
EDRS Price MF-$0.25 HC-$0.80
Descriptors—Decentralized Library Systems, *Library Associations, Library Cooperation, *Library Networks, Library Services, *Medical Libraries, *Organizations (Groups), *Regional Libraries
Identifiers—*Kentucky Ohio Michigan Regional Medical Library, Regional Medical Library
Three health science library organizations are briefly discussed. The organizations are: (1) Metropolitan Detroit Medical Library Group, (2) Health Science Librarians of Northwest Ohio, and (3) Medical Library Association of Northern Ohio. This paper provides a perspective in which to report the efforts the three groups have made to improve library service. The efforts are experiments in social organization of library systems and networks. The organizations have the following characteristics in common: (1) they are located within metropolitan areas, (2) the groups have demonstrated a stability and continuity, (3) each of the groups has as one of its members a resource library, and (4) collective action by the group has produced demonstrable results affecting the kind and quality of service throughout their areas. (MF)

ED 044 152 LI 002 209
Leonard, Lawrence E.
Cooperative and Centralized Cataloging and Processing: A Bibliography, 1850-1967.
Illinois Univ., Urbana. Graduate School of Library Science.
Pub Date Jul 68
Note—92p.; Occasional Paper 93
EDRS Price MF-$0.50 HC-$4.70
Descriptors—Bibliographies, *Cataloging, *Library Acquisition, *Library Cooperation, *Library Technical Processes
Nine hundred and fifty-four references to articles on cooperative and centralized acquisitions, cataloging and processing, covering the period from 1850 to 1968, are included in this bibliography. Subject elements of the bibliography by the approximate date of appearance are: (1) Cooperative cataloging--1850-; (2) Centralized cataloging (Library of Congress card service--1900-, other centralized cataloging--1928-); (3) Centralized purchasing--1919-; (4) Centralized processing--1948-; and (5) Cataloging-in-source--1958-1965. References to articles on "universal catalogs," "book catalogs," and "cooperative acquisitions programs" are not included here. An alphabetical author index is provided. (NH)

ED 044 153 LI 002 210
Buckland, Michael K. And Others
Systems Analysis of a University Library; Final Report on a Research Project.
Lancaster Univ. (England).
Pub Date 70
Note—100p.; University of Lancaster Library Occasional Paper 4
Available from—The Librarian, University of Lancaster Library, Bailrigg, Lancaster, England ($2.00)
Document Not Available from EDRS.
Descriptors—Educational Research, Library Planning, *Library Research, *Library Services, Operations Research, Problem Solving, Resource Allocations, *Systems Analysis, *University Libraries, *Use Studies
Identifiers—*England
The objectives of this study are to ensure that the resources at the disposal of the librarian are deployed in a manner which will effectively contribute to the purposes of the university. User behavior is explored in an attempt to solve the difficulties that arise in library planning and management, such as: (1) the relationship between length of loan period and "idle time," (2) the availability of popular books; and (3) the relationship between library usage and academic achievement. Fundamentally related to all this in a university library is the whole area of students'

problem-solving behavior. It is clear that the serious study of policy-making and the allocation of resources in a university library must range widely over problems of human behavior and educational research. Seen in this wide context it may be that the most useful contribution of this study is the way which, with further research, it may prove possible to quantitatively relate the day-to-day decisions of the librarian to the academic achievement of the university as a whole. (MF)

ED 044 154 LI 002 211
Wellisch, Hans
The Universal Decimal Classification; A Programmed Instruction Course.
Maryland Univ., College Park. School of Library and Information Services.
Report No—FID-467
Pub Date 70
Note—195p.
Available from—Student Supply Store, University of Maryland, College Park, Maryland 20742 ($3.50)
Document Not Available from EDRS.
Descriptors—*Classification, *Indexing, Libraries, Library Schools, Manuals, Programed Instruction
Identifiers—UDC, *Universal Decimal Classification
The text provides an application of programmed learning to the teaching and study of classification and indexing. It is aimed at students in library schools to familiarize them with the principles and techniques of the Universal Decimal Classification (UDC). The book can also be used as a manual for self-instruction in UDC for those unable to receive formal training. The user is led through the task of classing documents as they are actually encountered in existing libraries and information centers. The selected titles represent a cross-section of subjects and every main class of UDC is represented in proportion to its significance and extent in the scheme. Filing of classified entries is treated briefly. (AB)

ED 044 155 24 LI 002 212
Forsythe, Ralph A. Nolte, M. Chester
The Legal Status of the Federal Copyright Law. Final Report.
Colorado Univ., Denver.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-H-031
Pub Date Aug 70
Grant—OEG-8-9-150031-2025(058)
Note—64p.
EDRS Price MF-$0.50 HC-$3.30
Descriptors—*Authors, *Copyrights, *Federal Laws, Laws, *Legislation
Identifiers—*Fair Use
The historical and legal background of the Federal Copyright Law with special implications for education was studied within five general areas of concern. The areas included: (1) historical development, (2) copyright revision issues, (3) principles of copyright law embodied in state and Federal statutes, (4) decisions of the courts pertaining to fair use of copyrighted materials, and (5) alternative solutions to the copyright revision impasse. The major findings were: (1) there have been three general revisions of the law, but the law is basically the 1909 Act, (2) state laws in conflict with federal legislation would be unconstitutional, (3) federal copyright statutes do not support the fair use doctrine, (4) the courts were not hospitable to two reported federal copyright cases involving educators, (5) the courts have held that fair use hinges on the circumstances of each case but there is a greater latitude for writers and others in scholarly pursuits, and (6) fourteen proposals, centering on achievement of a fair balance between the rights of authors and those of users of copyrighted materials, have been introduced to alleviate specific deadlocks in the revision attempts. (AB)

ED 044 156 LI 002 213
Information Hang-Ups; Problems Encountered by Users of the Technical Information Services Offered by DDC and CFSTI, with Recommendations for the Future.
Committee of DDC Users in the Greater Washington, D.C. Area, Washington, D.C.
Pub Date Sep 69
Note—38p.
EDRS Price MF-$0.25 HC-$2.00
Descriptors—*Depository Libraries, *Government Libraries, Information Services, *Library Services, *Technical Reports
Identifiers—DDC, *Defense Documentation Center
A change in policy of the Defense Documentation Center (DDC) with regard to supplying hard copy and/or microforms of reports caused problems to users of the DDC Technical Report Service. Discussions among users of the service, a questionnaire survey and committee reports summarized basic user concerns, provided selected statistics and a look at (1) abstract bulletins and indexes, (2) categories for selective dissemination of information (SDI), (3) field office viewing facilities, and (4) acquisitions procedures. The changes recommended in the policies and procedures are: standardization of abstract bulletins and indexes and SDI categories, reestablishment of viewing facilities in the Greater Washington, D.C. area, modification of acquisition procedures and improvement in present DDC services by direct and faster service to users, provision of free hard copies and a policy change on limited documents. (AB)

ED 044 157 LI 002 214
Grosch, Audrey N. Lourey, E. D.
Hardware/Software Requirements Information for a Minnesota Computer-Aided Library System.
Minnesota Univ., Minneapolis. Univ. Libraries.
Pub Date Mar 70
Note—69p.
EDRS Price MF-$0.50 HC-$3.55
Descriptors—*Automation, Computers, Information Networks, *Library Cooperation, *Library Networks, *State Libraries, *University Libraries
Identifiers—*Library Automation, Minnesota, On Line Systems
The proposed Minnesota Computer-Aided Library System will provide a basis for the unification of developing programs of library services for academic, research, and public libraries in Minnesota. This report outlines the requirements for the proposed system to automate the University of Minnesota Libraries and to provide automated support via on-line remote access terminals to libraries throughout the state. A basis for providing the University Computer Services Specialists and others who will develop the necessary equipment configurations are described. The first three sections of this report deal with the descriptions of the general system, the background and rationale, and the developmental stages. The last four sections deal with the requirements for the operating system performance, hardware, software, and service and support. (MF)

ED 044 158 LI 002 215
Benton, Mildred, Comp. Ottersen, Signe, Comp.
Roster of Federal Libraries.
George Washington Univ., Washington, D.C. Biological Sciences Communication Project.
Spons Agency—ERIC Clearinghouse on Library and Information Sciences, Minneapolis, Minn.; Federal Library Committee, Washington, D.C.
Pub Date Oct 70
Note—283p.
EDRS Price MF-$1.25 HC-$14.25
Descriptors—*Directories, *Government Libraries, *Libraries, *National Libraries, School Libraries, Special Libraries
This Roster of Federal Libraries represents an attempt by the Federal Library Committee to identify each of the more than 1,900 individual libraries serving the many departments, committees, agencies, courts, and other formal organizational entities in the Federal Government. They include six types: Presidential, national, general, academic, school, and special or technical. Part I of the three part roster is arranged, alphabetically, within the designated Branches of the Government, then by country, state and city. Part II provides a geographic arrangement, first by country alphabetically, then by state, city, department and bureau. Part III is a listing, alphabetically, by general subject category or type of library. Within the subjects the libraries are arranged by country, state, city, department and bureau. A descriptive explanation and index to contents precedes each of the three parts. A National Plan for Federal Library Statistics has been designed by the Federal Library Committee's Subcommittee on Statistical Programs. It is scheduled for testing in fiscal year 1971 and implementation starting in fiscal year 1972. The Plan will permit accurate, annual identification of Federal libraries. Rosters, based upon information received, will be issued on a regular basis. (Author)

ED 044 159 LI 002 216
Beckman, Margaret
Documentation System for the Organization of Government Publications Within a University Library.
Guelph Univ. (Ontario). Library.
Report No—RR-2; U-LIB-GLPH-RR-69-2
Pub Date [69]
Note—81p.
Available from—Library Administration, Univ. of Guelph Library, Guelph, Ontario, Canada ($2.50)
EDRS Price MF-$0.50 HC Not Available from EDRS.
Descriptors—*Automation, *Government Publications, *Libraries, *Organization, *University Libraries
Identifiers—*Canada, Library Automation
The system, designed as a result of this study provides for a separate collection of government publications, with a single country-based notation scheme which makes it possible to display the publications on the shelves in a manner conducive to browsing. The document code number not only establishes the shelf position of each publication but links the actual publication to a unified index scheme which provides access through a variety of data elements--personal and corporate author, title, serial and series title, etc. In addition, this study shows that mechanization or automation is an important environmental factor which should be considered when studying any university library system or subsystem. (Author/NH)

ED 044 160 LI 002 217
Yocum, James C. Stocker, Frederick D.
The Development of Franklin County Public Libraries, 1980.
Ohio State Univ., Columbus. Research Foundation.
Pub Date [70]
Note—258p.
EDRS Price MF-$1.00 HC-$13.00
Descriptors—Costs, *Library Facilities, *Library Planning, *Library Services, Methodology, Planning, *Public Libraries, *Use Studies
Identifiers—Franklin County, *Ohio
This analysis of the demand for public library services in Franklin County, present and future, as the basis for the study's recommendations for future development of the public library system of the County, takes out in some directions new to library planning practice. The study makes a marketing and systems approach to the problem of measuring and projecting the demand for library services, and of developing recommendations as to facilities and capital costs required, and thus permits application of some new methods and measures. Among the innovative features are the development of the measure, "user-visits" to quantify library usage on a uniform basis for each library and branch; and the measure, "index of space utilization," to evaluate the intensity of usage relative to public space available in each library; and the classification of library visitors by census tracts of their home residences to define the "Primary Service Area" of each library and branch. It is hoped that the methodology here developed, with ensuing refinements, will contribute significantly to library planning in the future. (Author)

ED 044 161 LI 002 218
A Communications System for Wyoming Libraries: A Study, with Recommendations.
Bibliographical Center for Research - Rocky Mountain Region, Inc., Denver, Colo.
Spons Agency—Wyoming State Library, Cheyenne.
Pub Date Mar 68
Note—53p.
EDRS Price MF-$0.25 HC-$2.75
Descriptors—*Automation, Interlibrary Loans, *Libraries, Library Cooperation, *Library Networks, *Library Services, *Telecommunication
Identifiers—*Library Automation, Wyoming
This is a feasibility study of a communications system for Wyoming libraries with recommendations for its installation. The basic recommendation calls upon the Wyoming State Library to undertake a demonstration project in rapid inter-

library communications, using teletype (TWX) facilities between selected libraries for a period commencing as soon as possible within the 1967-68 fiscal year and concluding in fiscal 1970-71, using LSCA Title III funds. The study is presented in seven chapters: (1) background of the study; (2) aims, methodology and limitations of the study; (3) reasons for an interlibrary communications system; (4) designation of regional communications centers; (5) equipment, costs and funding; (6) contractual agreements; and (7) making the system effective. An index to the recommendations is given. Appendix five is a bibliography. (Author/NH)

ED 044 162 LI 002 219
Proceedings...; 2nd Annual NSLS Day, September 18, 1969.
North Suburban Library System, Morton Grove, Ill.
Pub Date 70
Note—21p.
EDRS Price MF-$0.25 HC-$1.15
Descriptors—*Library Networks, *Library Services, *Public Libraries
Identifiers—*North Suburban Library System, NSLS
This second annual commemoration of the chartering of the North Suburban Library System (NSLS) consists of a speech entitled: "The Suburban System in Metropolitan Library Networks," given by Lowell A. Martin, Professor, School of Library Science, Columbia University and the "Reaction to Dr. Martin's Speech" is by H. G. Johnston. The questions asked and answers given are also included. The NSLS has published and distributed this record of the substance of NSLS Day, 1969, in the belief that it will stimulate a reconsideration of the problems and the promises identified in the program, and will provide an indication of the substance of the commemoration for those who were unable to attend. (Author/NH)

ED 044 163 LI 002 220
Davies, Gillian M.
College Libraries; Report of Study Conference 69/39.
Further Education Staff Coll., Blagdon (England).
Pub Date 69
Note—29p.; Further Education Staff College; Report v2 n16
Available from—Further Education Staff College, Coombe Lodge, Blagdon, Bristol, England ($2.50)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—*College Libraries, Conference Reports, Foreign Countries, *Librarians, *Library Services, *Public Libraries
Identifiers—*England
This is the second volume of reports on the work of the Further Education Staff College. Each volume consists of accounts of the proceedings of selected study-conferences and collections of special papers and monographs. Twenty numbers are published each year covering the development of further education, college and industrial relationships, the relationships with other branches of education, developments in particular subjects and college administration and management. The aim of this particular conference was to provide librarians with an opportunity to consider the developing roles of libraries within the context of college objectives. Papers given include: (1) The Tutor Librarian, (2) The Library as the College Communication Centre, (3) College and Public Libraries, (4) The College Library and Resources, and (5) College Libraries in the Future. A short bibliography and a list of the college's previous publications are appended. (Author/NH)

ED 044 164 LI 002 221
New York State Interlibrary Loan Network; NYSILL Manual. Revised.
New York State Education Dept., Albany. Div. of Library Development.
Pub Date May 70
Note—56p.
Available from—Division of Library Development, The New York State Library, Albany, New York 12224
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—*Interlibrary Loans, *Library Networks, *Library Services, Manuals
Identifiers—New York, *New York State Interlibrary Loan Network, NYSILL
Following a brief description of the New York State Interlibrary Loan Network (NYSILL), this manual covers the following areas: (1) how requests are referred through the NYSILL network, (2) who may use NYSILL, (3) what materials may be requested under the NYSILL program, (4) what materials may not be requested under the program, (5) how to submit requests, (6) reports on interlibrary loan transactions, (7) policy governing the loan of materials, (8) the NYSILL policy, and (9) the contracting libraries in NYSILL. A directory of NYSILL contracting libraries is also included. (NH)

ED 044 165 LI 002 223
Carroll, Kenneth D., Ed.
Survey of Scientific-Technical Tape Services.
American Inst. of Physics, New York, N.Y. Information Div.; American Society for Information Science, Washington, D.C.
Report No—AIP-ID-70-3; ASIS-SIG/SDI-2
Pub Date Sep 70
Note—65p.
EDRS Price MF-$0.50 HC-$3.35
Descriptors—*Computer Programs, *Data Bases, Directories, Information Dissemination, *Information Services, *Information Sources, *Reference Materials, Surveys
Identifiers—*Technical Publications
The results of a survey of commercially available tape services which can provide libraries and information centers with data bases of scientific and technical literature are reported. During the past few years there has been an increasing number of tape services entering the information resources market. Each of these services makes available to the information center, on a continuing basis, computer-readable data which can be utilized in as many diverse services as the programs and clientele of the center require. This preliminary survey provides a directory of current tape services, listing the general characteristics of the data base; the most frequently used access points, the frequency of the tape issues, and the number of items reported on an average tape issue for each service. The data presented were obtained from the generators of the tapes, unless otherwise noted. More complete information can be obtained from the source noted for any tape listed. An alphabetical index of the tape services is included. (Author/NH)

PS

ED 044 166 PS 003 058
Stodolsky, Susan S. Jensen, Judith
Ancona Montessori Research Project for Culturally Disadvantaged Children. September 1, 1968 to August 31, 1969. Final Report.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date 31 Aug 69
Note—83p.
EDRS Price MF-$0.50 HC-$4.25
Descriptors—Academic Achievement, Behavior Development, Caucasians, Cognitive Development, Comparative Analysis, *Culturally Disadvantaged, *Early Experience, *Elementary Grades, Intervention, Lower Class, Middle Class, Negroes, *Nursery Schools, *Program Effectiveness, Social Relations, Task Performance, Testing
This paper, part of a long term study, reports the effect of a modified Montessori preschool experience on cognitive development, school-related behaviors, and social interactions and perceptions of disadvantaged children. Each of thirty-five disadvantaged Negro children (31 in nursery classes and 4 in elementary classes) was pair-matched with a middle class child. In the disadvantaged group, 17 children were attending nursery classes for the first time. Pre- and posttests were made of cognitive ability, on the Stanford-Binet, Piaget tests of length conservation, and sociometric features. Also, children were rated by testers on performance and by teachers rated classroom behaviors. Data from previous years on some of the children were used in reference to long term change. Part I (nursery school) test results show that neither first nor second-year children significantly increased their I.Q. scores. Both disadvantaged and middle class children scored similarly on task orientation. Middle class children showed more friendship choices forming across social-class lines. Part II (elementary school) results present limited support for the theory that children who continue in Montessori, rather than public, school will show better school achievement. Data included school records of more than 30 children. A future study will investigate diffusion effects on mothers and younger siblings, and testing with measures more directly relevant to Montessori curriculum. (NH)

ED 044 167 PS 003 280
Kagan, Jerome
On Class Differences and Early Development.
Spons Agency—Carnegie Corp. of New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date 28 Dec 69
Note—26p.; Expanded version of address presented at the meeting of the American Association for the Advancement of Science, Boston, Massachus tts, Dec. 28, 1969
EDRS Price MF-$0.25 HC-$1.40
Descriptors—*Change Agents, *Child Development, Cognitive Development, Cross Sectional Studies, *Early Experience, Language Skills, Longitudinal Studies, Lower Class, Middle Class, Parent Child Relationship, *Parent Role, Self Concept, *Social Differences
There are seven major sets of differences between young children of different economic backgrounds. The middle class child, compared to the lower class child, generally exhibits: (1) better language comprehension and expression, (2) richer schema development, involving mental preparation for the unusual, (3) stronger attachment to the mother, making him more receptive to adoption of her values and prohibitions, (4) less impulsive action, (5) a better sense of his potential effectiveness, (6) more motivation for school defined tasks, and (7) greater exceptation of success at intellectual problems. Data from two studies are offered in support of some of these hypotheses. One, a longitudinal study of 140 white, middle and lower class involved observations of their reactions at 4, 8, 13, and 27 months of age to masks with scrambled facial features. The other, a cross sectional study of 60 white, 10-month-old middle and lower class infants involved home observations of mother and child behaviors and laboratory observations of children's reactions to meaningful and nonmeaningful speech, and to mothers' and strangers' voices. To bring about improved developmental patterns, it is important that lower class mothers be shown how they can become effective change agents in their children's lives. (NH)

ED 044 168 PS 003 285
Boger, Robert P. And Others
Parents as Primary Change Agents in an Experimental Head Start Program of Language Intervention. Experimental Program Report.
Merrill-Palmer Inst., Detroit, Mich.; Michigan State Univ., East Lansing. Head Start Evaluation and Research Center.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Nov 69
Note—191p.
EDRS Price MF-$0.75 HC-$9.65
Descriptors—*Change Agents, Home Programs, *Intervention, *Language Programs, Mothers, Parent Child Relationship, *Parent Participation, *Preschool Children, Teacher Developed Materials
Identifiers—Project Head Start
The purpose of this study was to determine the effectiveness of parents as change agents in an ongoing Head Start program. Subjects were 72 rural white disadvantaged and advantaged children and their parents who were assigned to three treatment groups: developmental language, structured language, and placebo (workshop). Mothers met in 12 weekly 2-hour instructional sessions with teachers, using specific materials developed in teacher-directed workshops. (These meterials were not used in the Head Start program during the experimental period.) Pre- and posttests on a variety of measuring instruments evaluated children's intellectual, linguistic and self concept performance. Also evaluated was the quality of mother-child interaction and the mother's storytelling ability. Results of the study support the major hypotheses which predicted improvement in language performance, intellectual performance, self concept development, and

mother child interaction, as a result of a differentiated parent education language program. No program approach was clearly superior but mothers in the specific content oriented intervention program increased their own verbal and linguistic skills as well as the quality of interaction with their children. Children whose parents work with them appear to have a learning advantage. Appendixes comprise more than 1/3 of the document. (NH)

ED 044 169 PS 003 312

Report of Child Placement Study Committee, January, 1969.

Rhode Island Council of Community Services, Inc., Providence.

Pub Date 20 Feb 69

Note—78p.

Available from—Child Placement Study, Rhode Island Council of Community Services, Inc., 333 Grotto Avenue, Providence, RI 02906 ($2.00)

EDRS Price MF-$0.50 HC-$4.00

Descriptors—*Agency Role, Case Studies, *Child Care, Child Welfare, Foster Homes, Placement, *Program Evaluation, *Referral, Social Services, Social Work, *State Surveys

Identifiers—Rhode Island Council Of Community Services

As a first step in determining the effectiveness of programs for children and families, the Rhode Island Council of Community Services made an overall study of the number and type of children in child placement services. The Council based its report on the characteristics of 420 randomly-selected children of which 211 were in foster home; 214 in institutions and six in group home care. Included are a definition of child placement and trends, and a description of agencies which provide child placement services. The thirteen recommendations made by the Council comprise four-fifths of the report. The recommendations include developing services that are ancillary and long-term, upgrading diagnostic procedures, establishing group homes under a variety of auspices for a variety of clientele, increasing and diversifying residential care for the emotionally disturbed, updating and revising state laws, more aggressively seeking the release of children whose parents are not fulfilling their children's needs adequately, subsidizing the adoption process with state funds, centralizing adoption files, centralizing and systematizing procedures for data collection and evaluation, and appointing a committee to ensure implementation of the foregoing recommendations. The report concludes with an appendix on Child Placement Survey Proposals. (WY)

ED 044 170 PS 003 423

Webbink, Patricia G. Stedman, Donald J.

A Comparative Study of Failure Avoidance in Culturally Disadvantaged and Non-Culturally Disadvantaged First Grade Children.

Duke Univ., Durham, N.C.

Pub Date 66

Note—8p.; Paper is an EIP Special Study Abstract, Education Improvement Program, Durham, North Carolina, 1966

EDRS Price MF-$0.25 HC-$0.50

Descriptors—*Achievement, Achievement Need, *Comparative Analysis, Culturally Advantaged, Culturally Disadvantaged, Environmental Influences, *Failure Factors, *Grade 1, *Motivation, Task Performance

This study tests the hypothesis that culturally disadvantaged (CD) children would return more often to a completed task (one on which they had had previous success), while non-culturally disadvantaged (NCD) children would return more often to an incompleted task (to achieve closure or to re-try a task which they had previously failed.) Failure avoidance would be shown in CD children because of expectancy for and tolerance of failure in response to early environmental conditions which lack achievement motivation, with the opposite true of NCD children. Subjects were 24 NCD and 20 CD first graders. The NCD children were enrolled in a private school attended by upper middle class children, and the CD children were enrolled in a public school attended by lower class children. Each group included two Negro children. Each subject was individually given two puzzles to assemble within certain time limits. Failure was experimentally induced on one puzzle experience because the experimenter announced the time was up before puzzle completion, but success was allowed on the other puzzle experience because as much time was given as was needed for completion. After an interim period, the subject was asked which puzzle he would like to make again. An analysis of the repetition choice data upheld the original hypothesis and concomitant statement. (NH)

ED 044 171 PS 003 429

Boger, Robert P.

An Experimental Program in Classification and Attentional Training with Head Start Children.

Michigan State Univ., East Lansing. Head Start Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 6 Mar 70

Note—8p.; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, Minnesota, March 6, 1970

EDRS Price MF-$0.25 HC-$0.50

Descriptors—*Attention, *Cognitive Processes, Curriculum Development, Educational Programs, *Experimental Programs, Grouping (Instructional Purposes), *Preschool Children, Teacher Selection, Testing

Identifiers—Project Head Start

This report presents the research design of an experimental intervention training program designed to determine the similarities and differences in cognitive outcomes as a function of curricula based on classification and attentional training. Answers to two questions of practical importance were sought. Given that the training program developed by Sigel and associates positively modified the cognitive skills of lower class children, could the materials be adapted for younger children without losing the character of the training? Also, could the program be carried out by Head Start teachers rather than research project personnel? Two classrooms in each of two independent programs (Detroit and Pontiac, Michigan) administered classification training and matching placebo (language training) along with attention training and its placebo (perceptual motor training). In each location, one classroom was used as a pure control. Teachers were selected from a well qualified volunteer group. A total of ten teachers and 160 children participated in this field test. A core battery of measures employed by the 1968 national Head Start evaluation model was given and supplemented by measures critical to this program design. A typical pre- and posttest research design was used. See companion paper PS 003 428 which discusses the actual training inputs and PS 003 430 which presents the statistical analysis and results. (WY)

ED 044 172 PS 003 431

Evaluation of Follow Through, 1968 - 1969.

Prince George's County Board of Education, Upper Marlboro, Md.

Pub Date [69]

Note—57p.

EDRS Price MF-$0.25 HC-$2.95

Descriptors—Dental Health, *Evaluation Methods, *Evaluation Techniques, *Grade 1, Immunization Programs, *Kindergarten Children, Parent Education, Parent Participation, Parent School Relationship, *Program Evaluation, Readiness (Mental), Reading Readiness, Screening Tests, Social Services, Tables (Data)

Identifiers—Lee Clark Reading Readiness Test, Metropolitan Readiness Test, Project Follow Through

To assess the impact of the Follow Through program in Prince George's County, Maryland, data from five sources were collected and compiled. Participating kindergarten and first grade teachers submitted test scores from two readiness measures administered on a pre- and posttest basis for the children involved. Reports from specialized personnel indicate the kind and quantity of services provided: the psychologist, who was employed on a part-time basis, evaluated sixteen children and initiated evaluation procedures for six children; the social workers rendered services to benefit 1,848 persons; school health workers attempted to meet the needs of 226 children through screening tests, referrals and an immunization program; parent helpers described weekly classes and activities which were geared to advancing parents' personal, school, and community interests. Parent program content and parent attendance records are separately listed. A list of field trips and visitations in which parents participated is also provided. Children's gains in readiness were indicated by test scores on both test instruments. Total program effects were deemed beneficial and four recommendations for improving future programs are made. (WY)

ED 044 173 PS 003 434

Stedman, Donald J.

Developmental-Behavioral Patterns in Twenty-six Culturally Disadvantaged Infants.

Duke Univ., Durham, N.C.

Pub Date [67]

Note—8p.

EDRS Price MF-$0.25 HC-$0.50

Descriptors—Age Differences, *Behavior Development, *Culturally Disadvantaged, Infant Behavior, *Infants, Longitudinal Studies, *Mental Development, *Motor Development, Observation, Sex Differences

Identifiers—Education Improvement Program

This interim report is part of a longitudinal study of developmental behavior designed to determine whether infants from culturally disadvantaged homes have different developmental patterns than infants from advantaged homes. Twenty six culturally disadvantaged infants were individually evaluated on the Bayley Scale of Infant Mental and Motor Development and the Bayley Infant Behavior Profile at 1, 2, 3 and 6 months of age. The mother of the infant and a special evaluator/observer were present as each baby was evaluated. The resulting mental, motor and behavior data indicated average to above average mental and motor quotients and "normal" early behavior patterns. Since older disadvantaged children perform at subnormal levels on standardized tests, it was noted that these data highlight the second and third years of life as crucial to the development of patterns related to intellectual development. (NH)

ED 044 174 PS 003 435

Wasik, Barbara H. Sibley, Sally A.

An Experimental Summer Kindergarten for Culturally Deprived Children.

Duke Univ., Durham, N.C.

Pub Date Mar 69

Note—93p.

EDRS Price MF-$0.50 HC-$4.75

Descriptors—Arithmetic Curriculum, Behavior Change, Class Management, *Disadvantaged Youth, *Experimental Programs, Intellectual Development, *Kindergarten, Language Programs, Prereading Experience, Program Evaluation, Rewards, Skill Development, Social Maturity, Social Reinforcement, *Summer Programs, Testing

Identifiers—Cuisenaire Rods

Twenty culturally deprived children planning to enter first grade in the fall attended an 8-week half-day summer program in which a systematic classroom management program utilizing token reinforcement and isolation techniques was combined with a strong academic program. One hour and 40 minutes was allotted daily to pre-reading and language programs (Sullivan reading readiness, 20 minutes; phonics, 20 minutes; supplementary language activities, 20 minutes; language-oriented art, music or other supplementary activities, 40 minutes). Two additional programs, stressing cognitive skills were designed to increase proficiency in such areas as verbal fluency, following instructions, manipulative activities, and classification. Cuisenaire rods were used in the arithmetic program, scheduled daily for one-half hour. Three major areas of skills (intelligence, language and pre-reading, and social maturity) were assessed by a battery of pre- and posttests. Significant gains were shown in the areas of language, speech, pre-reading and arithmetic, and in the ability to handle abstract concepts. Children will be assessed again at the end of first grade to find out if gains are being maintained. Results of tests assessing social maturity were inconclusive. (NH)

ED 044 175 24 PS 003 439

Barbrack, Christopher R.

The Effect of Three Home Visiting Strategies Upon Measures of Children's Academic Aptitude and Maternal Teaching Behaviors. Final Report.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0706
Pub Date Feb 70
Contract—OEC-3-7-070706-3118
Note—72p.
Journal Cit—DARCEE Papers and Reports (George Peabody College for Teachers); v4 n1 1970
EDRS Price MF-$0.50 HC-$3.70
Descriptors—*Academic Achievement, Change Agents, *Enrichment Programs, Grade 1, Home Programs, Home Visits, Hypothesis Testing, Low Income Groups, *Mothers, Parent Child Relationship, Parent Participation, *Program Evaluation, Teacher Behavior, *Teaching Styles, Training

Home visitors were used to teach mothers to be more effective educational change agents in their own homes. The one-hour visits continued over 30 weeks. The initial sample consisted of 72 Negro mothers and their first grade children. All children has had 8-week summer Head Start. Five treatment groups were (1) Mother-Involved Cognitive home visitor actively solicited the mothers' participation, and content supplemented the first grade curriculum, (2) Child-Centered Cognitive home visitor worked only with the children and did not solicit mother involvement, content same as for first group, (3) Mother-Involved Physical Training home visitor actively solicited mothers' participation, content designed to teach gross motor activities, (4) Local Control, and (5) Distal Control. The children were pre- and posttested on measures of intelligence, readiness and achievement, and the Maternal Teaching Style Instrument was used to assess the mothers' teaching behavior. Results suggest that a good treatment program might be a cognitive program which works to involve the mother by first demonstrating improvements in the child's behavior. (NH)

ED 044 176 PS 003 440
Ellis, M. J.
Sensorhesis as a Motive for Play and Stereotyped Behavior.
Illinois Univ., Urbana. Children's Research Center.
Spons Agency—Illinois State Dept. of Mental Health, Springfield.; National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date 17 Dec 69
Note—27p.
EDRS Price MF-$0.25 HC-$1.45
Descriptors—Animal Behavior, *Behavioral Science Research, *Behavior Theories, *Environmental Influences, Graphs, *Stimulus Behavior, Theories
Identifiers—Sensorhesis Theory

This paper attempts a unified explanation of such apparently non-utilitarian behaviors as curiosity, manipulation, and exploration as manifestations of "playful behaviors" on the one hand and stereotyped responses on the other. Sensorhesis names the new theory offered to explain the existence and nature of playful behavior. Play and stereotyped behaviors are juxtaposed on the same continuum by virtue of their possible opposite action in maintaining optimal stimulus input in an organism (0). Play generates large information loads by virtue of its elements of novely; stereotyped behavior generates minimal information either as a substitution for stressful stimulus input or a bacuum activity under conditions of perceptual deprivation. The adaptation of the 0 to a given level of stimulus complexity requires an increasingly complex interaction with the environment to maintain the information flow and optimal arousal. (WY)

ED 044 177 PS 003 449
Tulkin, Steven R. Kagan, Jerome
Mother-Child Interaction: Social Class Differences in the First Year of Life.
American Psychological Association, Washington, D.C.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date 70
Note—2p.
Available from—American Psychological Association, 1201 17th St., N.W., Washington, D.C. 20036 (Proceedings, 78th Annual Convention, APA, 1970; v5 p261-62 1970)
Document Not Available from EDRS.
Descriptors—Behavior, Child Rearing, *Infants, Lower Class, Middle Class, Mothers, Nonverbal Communication, *Parent Child Relationship, *Social Differences, *Verbal Communication, Verbal Development

To study maternal behaviors as related to social class differences, 30 middle class and 30 working class white mothers were observed at home on two separate days with their 10-month-old firstborn baby girls. Predesignated behaviors which occurred during 5-second intervals were recorded by an observer. Total observation time was 4 hours for each mother and child. Findings showed that the working class children's environments were more crowded and provided less opportunity for exploration and manipulation. Little social class difference was found for mothers' nonverbal behavior (such as time spent in close proximity to the infant, kissing, or holding). However, dramatic differences were found for the mothers' verbal behaviors. Middle class mothers more often: (1) initiated vocalization, (2) responded vocally to their infant's vocalizations, (3) imitated infants' vocalizations, and (4) praised their infants vocally. Middle class mothers more often entertained their infants and responded more quickly and more frequently to their infants' fretting. Maternal differences seemed related to various factors, including different conceptions of infancy and different values. Working class mothers lacked confidence in their ability to influence their childrens' development. (NH)

ED 044 178 24 PS 003 458
Feigenbaum, Kenneth D.
A Pilot Investigation of the Effects of Training Techniques Designed to Accelerate Childrens' Acquisition of Conservation of Discontinuous Quantity. Final Report.
Antioch Coll., Yellow Springs, Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-8415
Pub Date Aug 68
Contract—OEC-3-7-068415-0428
Note—41p.
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—Cognitive Ability, *Conservation (Concept), Correlation, Kindergarten Children, Preschool Children, *Role Playing, Social Adjustment, Socioeconomic Influences, Statistical Analysis, *Testing, *Training
Identifiers—Piaget

The purpose of this study was to test training techniques designed (1) to induce conservation of discontinuous quantity in children, and (2) to induce ability to take different social roles. Also tested was this hypothesis: successfully training children in conservation will improve their ability to take different social roles, and conversely, successfully training children to take different social roles will induce conservation in them. A heterogeneous sample population of 103 children (aged 45 to 64 months) was given a battery of tests to measure grasp of correspondence, conservation, physical perspective, and social role play. Children were placed in 8 heterogeneous groups. Each of seven of these groups was given a 6-week training program involving a different combination of three basic conditions: reversibility-reciprocity, physical perspective-taking, and social role-play. The eighth group (control) was given no training. Subjects were posttested on the pretest battery. Results indicate that reversibility-reciprocity training does induce conservation of discontinuous quantities in children, and that improvement in children's social role-taking ability is more closely associated with reversibility-reciprocity training than with other kinds of training. [Not available in hard copy due to marginal legibility of original document.] (Author/WY)

ED 044 179 PS 003 655
Kershner, John R.
Children's Conservation of Multiple Space Relations: Effects of Perception and Representation.
California Univ., Los Angeles.
Spons Agency—Ontario Inst. for Studies in Education, Toronto.
Pub Date 1 Apr 70
Note—17p.; Paper to be published in "The Journal of Learning Disabilities"
EDRS Price MF-$0.25 HC-$0.95
Descriptors—Analysis of Variance, *Cognitive Processes, *Conservation (Concept), Grade 1, Hypothesis Testing, *Perception, Perceptual Development, *Space Orientation, Task Performance
Identifiers—Piaget

One hundred and sixty first grade boys and girls of normal intelligence were tested for ability to conserve multiple space relations. The criterion task apparatus was a wooden T with a model of schoolhouse attached and centered above the point of contact of the horizontal and vertical axis. The T had a track running the length of both its axes along which a small car could be manually directed. The child was asked to reproduce the space relations represented by the examiner's configuration by directing the car and/or rotating the T. An analysis of task-related errors supported Piaget's notion of representational space and the importance of particular field configurations. A figure's relative position was highly important to successful performance whereas absolute orientation was a secondary factor. More difficulty in reproducing space relations was experienced by the children on a 180 degree transformed field than in 90 degree right and 90 degree left rotations. An explanation for the manner in which reversals of symmetrical figures may occur was also presented. Results suggest that the ability to form and retain a flexible and reversible memory image may be of paramount importance in the acquisition of a horizontal-vertical system. (Author/WY)

ED 044 180 24 PS 003 855
Prediction of Achievement in the First Primary Year. Study Number One.
University City School District, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-1328
Pub Date Dec 69
Contract—OEC-3-7-061328-0322
Note—12p.
EDRS Price MF-$0.25 HC-$0.70
Descriptors—*Academic Achievement, Achievement Tests, Cognitive Tests, *Grade 1, *Kindergarten Children, *Predictive Ability (Testing), *Preschool Children, Prognostic Tests, Readiness, Test Interpretation
Identifiers—California Short Form Test Of Mental Maturity, Complete Assessment Battery, Metropolitan Readiness Tests, Stanford Achievement Test

This report is part of a 4-year study of prekindergarten and kindergarten children designed to provide data predictive of children's school achievement. A total of 109 boys and girls were given the Complete Assessment Battery, Metropolitan Readiness Tests (MRT), and the California Short-Form Test of Mental Maturity at the end of kindergarten or in the middle of the first primary year. Test scores were compared with the same children's scores on the Stanford Achievement Test given at the end of the first primary year. Of the 24 factors used in prediction, exclusive of age and sex, the total raw score of the MRT (which can be given to groups of eight or ten children) administered at the end of kindergarten appeared to be the most practical predictor of performance as measured by the Stanford Achievement Test at the end of the first primary year. Only slight improvement in prediction was gained by using combinations of tests in the Complete Assessment Battery, with MRT subtests. (Author/NH)

ED 044 181 24 PS 003 857
Developmental Skill and Achievement Differences of Children Identified as Excellent, Good, and Average in Reading and Arithmetic Achievement. Study Number Three.
University City School District, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-1328
Pub Date Apr 70
Contract—OEC-3-7-061328-0322
Note—23p.
EDRS Price MF-$0.25 HC-$1.25
Descriptors—*Academic Achievement, Achievement, Achievement Rating, Achievement Tests, *Arithmetic, Grade 1, High Achievers, Preschool Children, *Reading, Sex Differences, Skill Development, *Skills, Student Ability, *Success Factors

This study sought to identify: (1) specific developmental skills or patterns of skills which contributed significantly to success and nonsuccess in reading and arithmetic, and (2) relationships of excellent, good, and average achievers in reading and arithmetic to success in other aspects of achievement. A complete assessment battery

(ITPA, PPVT and tests of auditory discrimination, visualmmotor integration and motor coordination) was given individually to 103 boys and girls before they entered kindergarten. The children were identified as excellent, good, or average achievers by a tabulation of grade equivalent scores on the Stanford Achievement Test given at the end of the first primary year. Analysis indicates that ITPA-3 which measures ability to complete verbal analogies, differentiates between achievers in 11 of 12 comparisons. There appears to be a threshold in certain reading and arithmetic skills which separates the excellent and good achievers from the average, and for which sex differences are shown. More developmental skills tests differentiated the three groups of achievers in arithmetic than in reading, and differentiated among boys more than girls. Girls who rated average in one aspect of achievement tended to maintain an average level in other aspects of achievement. (Author/NH)

ED 044 182 24 PS 003 858

Review of Selected Early Education Research in the School District of University City, Missouri, June, 1970.

University City School District, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1328

Pub Date Jun 70

Contract—OEC-3-7-061328-0322

Note—16p.

EDRS Price MF-$0.25 HC-$0.90

Descriptors—Academic Achievement, *Early Childhood Education, *Experimental Programs, Followup Studies, *Identification, Intellectual Development, *Learning Difficulties, Logical Thinking, Predictive Ability (Testing), Sex Differences, *Skill Development, Teacher Attitudes, Testing

Major findings from both the research effort in early education and the prekindergarten experiments undertaken by the School District of University City are summarized briefly in this report. The research effort began in 1963 upon receipt of a three-year Ford Foundation Grant. As a first step, a survey was conducted among teachers to identify problems of major concern. Learning problems of children proved to be a high priority item. Research literature related to the learning problems of children affecting development of skills in motor, multi-sensory, visual, cognitive, and language areas was intensely examined between 1963 and 1965. In 1966, a grant from the federal government made possible the establishment of experimental prekindergartens for 100 four-year-olds in two consecutive years. Discussed in this report are: early local research findings: interim end of year findings; resulting program impact; prediction of achievement and logical reasoning to strengthen learning; Teachers' interest in research; and discussion. References, two bibliographies, and an appendix highlight background source material. (WY)

ED 044 183 PS 003 865

Handler, Ellen O.

The Professional Self Image and the Attributes of a Profession: An Exploratory Study of the Preschool Teacher.

Illinois Univ., Urbana.

Pub Date [70]

Note—21p.

EDRS Price MF-$0.25 HC-$1.15

Descriptors—Academic Achievement, Aspiration, *Group Norms, *Identification (Psychological), *Preschool Teachers, Professional Associations, *Professional Recognition, *Self Concept, Self Evaluation, Standards

In this study of the professional image of 21 preschool teachers in a single urban community, participants were first observed in program settings and later interviewed. Study findings are based on interview results. Teachers worked in six different types of programs (representing half day and full day care) and public and private nursery schools. All teachers were female, 19 to 66 years of age; educational level ranged from completion of ninth grade to master's degree level. Subjects were asked to name traits associated with being a "professional" and all but six referred to these four: adequate training, accreditation, work as a vocation, autonomy in decision making. Most teachers defined their occupational group as professional, and almost half the group described themselves as full professionals. Professional self image seemed directly attributable to the amount of education attained. A lack of teacher agreement on the ranking of basic goals in preschool teaching reflected the fundamental disagreement among leaders in the field. Lack of confirmation of the importance of shared values and norms appears to handicap development of a professional image. Findings suggest that development of a professional self image occurs relatively early in the process of professionalization. (NH)

ED 044 184 24 PS 003 917

Siegel, Alexander W. Van Cara, Flo

The Effects of Different Types of Reinforcement on Young Children's Incidental Learning.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—UP-LRDC-WP-55

Bureau No—BR-5-0253

Pub Date 70

Contract—OEC-4-10-158

Note—18p.

EDRS Price MF-$0.25 HC-$1.00

Descriptors—Age Differences, Discrimination Learning, *Elementary School Students, *Incidental Learning, *Kindergarten Children, Motivation, *Negative Reinforcement, *Positive Reinforcement, Recall (Psychological), Recognition, Rewards, Task Performance

One hundred and eight kindergarten and elementary school children, 36 at each of three age levels (5, 7, and 9 years) participated in the experiment. All children were presented a three-part successive discrimination task; original learning, presentation of incidental stimuli, and a test of recongition and recall of the incidental material. One-third of the subjects at each age level learned the original task (intentional learning) under one of three reinforcement conditions; Right-blank, Right-Wrong, or Wrong-blank. Contrary to prediction, there were no age differences in incidental recognition or recall (previous studies had found a curvilinear relation between age and incidental learning.) Although the main effect of reinforcement condition was not significant for trails to criterion on intentional learning, children of all ages who learned the original discrimination under the Wrong-blank condition showed significantly higher incidental recognition and recall than subjects tested under the Right-Wrong and Wrong-blank conditions. Results were discussed in terms of the effects of a Wrong-blank reinforcement procedure on the child's attention to the task. (Author)

ED 044 185 PS 004 026

O'Neil, Barbara B.

Dissemination and Utilization of Knowledge in the Area of Early Childhood Education: A Description of Some of the Problems.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Pub Date Sep 70

Note—7p.

EDRS Price MF-$0.25 HC-$0.45

Descriptors—*Communication Problems, *Diffusion, *Early Childhood Education, Feedback, *Information Dissemination, Information Needs, Information Services, *Information Utilization, Research Utilization

Identifiers—ERIC Clearinghouse On Early Childhood Education

To be effective, information on early childhood education should (1) be directed towards the appropriate audience, (2) be written so that it is understandable to that audience, and (3) provide data to help the user make meaningful judgements. The wide range of cducational and occupational levels of people working in the field of early childhood education necessitates different treatments of the same message. Moreover, there is a need for more feedback between the researcher and the practitioner to direct research to the salient problems and to make the results of research more useable. The ERIC Clearinghouse on Early Childhood Education (ERIC/ECE) is an information analysis center which serves as a synergistic information link between resources and the users of resources. The role of ERIC/ECE as a disseminator of new idea, new research, and new products is discussed in relation to the overall goal of providing better education for children. This paper is to appear as part of a chapter entitled "State-of-the-Art in Educational Diffusion" to be published by the Tuskegee Institute and the National Federation for the Improvement of Rural Education. (Author/NH)

ED 044 186 24 PS 004 128

Ross, Alan O. And Others

Increasing Verbal Communication Skills in Culturally Disadvantaged Pre-School Children. Final Report.

State Univ. of New York, Stony Brook.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-B-101

Pub Date Aug 69

Grant—OEG-0-8-101-4575

Note—51p.

EDRS Price MF-$0.25 HC-$2.65

Descriptors—Culturally Disadvantaged, Language Programs, *Language Skills, *Oral Communication, Preschool Children, Reinforcement, Sex Differences, *Test Construction, *Training Objectives, Verbal Ability, *Verbal Development, Vocabulary Development

Identifiers—Project Head Start, Story Telling Test

After taking base rate measures of verbal behavior, using a specially devised Story Telling Test and selected sub-tests from the Illinois Test of Psycholinguistic Abilities, 34 children with a mean age of 4-4, attending a year-round Head Start program, were assigned to matched experimental and control groups. The children in the experimental group participated in daily half-hour group sessions for a period of seven weeks during which they were given systematic language training, based on reinforcement principles. The children in the control group continued to participate in the regular Head Start program. Upon conclusion of the training period, all children were retested, with the measures used in the pre-test. Significant improvements in scores on the part of the experimental group were found for decrease-in-verb-omission on the Story Telling Test and for the vocal-encoding sub-test of the ITPA. Pronounced sex differences were apparent. Girls in both groups showed improvement for decrease-in-verb omission and for vocal-encoding. Among the boys, only those in the experimental group improved; those in the control group showed some decrease in scores. Discussion of results suggests the possibility of a cross-sex effect. (Author/NH)

RC

ED 044 187 RC 003 374

Skinner, Jann Brunstein, James J.

The Somerton Story, Part I. A Progress Report on the Somerton Demonstration School for Migrant Child Education.

Spons Agency—Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.

Pub Date Nov 68

Note—18p.

EDRS Price MF-$0.25 HC-$1.00

Descriptors—Breakfast Programs, Demonstration Projects, *Educational Facilities, *Educational Programs, Elementary Schools, *Health Services, *Inservice Teacher Education, Junior High Schools, Kindergarten, Language Programs, Lunch Programs, *Migrant Child Education, Preschool Programs, Ungraded Classes

Identifiers—*Somerton Demonstration School

You are invited to take a tour of the Somerton School District No. 11, Somerton, Arizona, to see what is being accomplished in migrant child education. The 1968 enrollment in the district consists of 950 students (kindergarten through grade 8) from the community of Somerton and the surrounding farms, ranches, and labor camps. The Somerton program, initiated in 1967, is an attempt to help solve the many educational problems facing the migrant child. Stops on the tour will give you an opportunity to see (1) the pre-first-grade language-experience and readiness program; (2) the health program which includes a school nurse as well as medical and dental care from local doctors; (3) three ungraded primary classrooms; (4) the school cafeteria which serves breakfast and lunch whether the children are able to pay or not; (5) the intermediate and junior high school programs which include home economics, industrial arts, and physical education; (6) the Resource Center, which is the heart

of the instructional program; and (7) the inservice training program for teachers of migrant children. (A related document is RC 004 833.) (EJ)

ED 044 188 RC 004 206
Industrial Location Research Studies: Summary and Recommendations.
Fantus Co., Inc., New York, N.Y.
Spons Agency—Appalachian Regional Commission, Washington, D.C.
Report No—ARR-4
Pub Date Dec 66
Note—115p.
Available from—The Fantus Company, Inc., Fantus Area Research Division, 430 Park Avenue, New York, N.Y. ($2.50)
EDRS Price MF-$0.50 HC-$5.85
Descriptors—Development, *Economic Development, Education, Employment, Human Resources, Industrialization, *Industry, Job Development, Labor, *Manpower Development, *Regional Planning, *Rural Areas
Identifiers—*Appalachia
Many branches of manufacturing industries have been highly successful in the Appalachian region; others have failed to achieve anticipated operating and employment results; and still others have suspended operations after a short time. This mixed history of accomplishment and failure has not been satisfactorily explained by traditional analyses. The solution of regional problems requires earnest and careful study and the development of programs suited to the particular conditions in each case. The important objectives of a regional development program should be (1) investment of those public facilities which are most likely to promote private investment and thereby employment in the region and (2) utilization of general and vocational education in manpower development programs. The appropriateness of recommendations will vary from one subarea of Appalachia to another since priorities within a given area are determined by its prospects for industrial development. The intention of general recommendations is to cut across industry lines and specify public activities which are generally useful in making areas attractive to public employers. (Related documents are RC 004 210 and RC 004 211.) (EJ)

ED 044 189 RC 004 210
Industrial Location Research Studies: Reports 17-25.
Fantus Co., Inc., New York, N.Y.
Spons Agency—Appalachian Regional Commission, Washington, D.C.
Report No—ARR-7
Pub Date Dec 66
Note—355p.
Available from—The Fantus Company, Inc., Fantus Area Research Division, 430 Park Avenue, New York, N.Y. ($2.50)
EDRS Price MF-$1.50 HC-$17.85
Descriptors—*Economic Development, Food Handling Facilities, Food Processing Occupations, *Industrialization, *Manpower Utilization, Meat Packing Industry, Metal Industry, Plastics, Regional Planning, *Rural Areas, Steel Industry, *Vocational Education
Identifiers—*Appalachia
Nine industrial-location research studies of the Appalachian region are presented in this document. These studies relate to the casting, plastic, metal, and food industries. Each study devotes sections to (1) a profile of the industry, (2) the industry's prospects for growth, (3) technology and trends, (4) primary factors influencing selection of locations, and (5) selecting public-investment policies and activities which will enhance the competitive position of Appalachia. It is noted that, although some industry relies heavily on in-plant training through the apprenticeship programs, the area of vocational training is felt to be one of the most effective public investments for industry. Suggested course offerings for vocational education are given for some of the industries. Each study is appended with pertinent information. (Related documents are RC 004 206 and RC 004 211.) (AN)

ED 044 190 RC 004 211
Industrial Location Research Studies: Reports 9-16.
Fantus Co., Inc., New York, N.Y.
Spons Agency—Appalachian Regional Commission, Washington, D.C.
Report No—ARR-6
Pub Date Dec 66
Note—278p.
Available from—The Fantus Company, Inc., Fantus Area Research Division, 430 Park Avenue, New York, N.Y. ($2.50)
EDRS Price MF-$1.25 HC-$14.00
Descriptors—*Economic Development, *Industrialization, Machinery Industry, *Manpower Utilization, Manufacturing, Metal Industry, *Regional Planning, *Rural Areas, Vocational Education
Identifiers—*Appalachia
Eight studies identify, examine, and evaluate significant elements of industry-location decisions as they relate directly or indirectly to public investment policies and activities that may be considered as economic growth stimulants for the Appalachian region. Examined in the document are the chlor-alkali industry; the manufacturing of trucks, tractors, etc.; the mobile-home and special-purpose-vehicle industries; the instruments and controls industry; the synthetic-fiber industry; the metal-stampings industry; the aircraft- and aerospace-parts industry; and the primary-aluminum industry. As necessary background, the document presents information on the structure of each industry, its economic impact, prospects for growth, and developments in technology that are germane to locational activity. The emphasis, as noted, is on trends now shaping industry growth rather than being on historical developments which no longer may be significant in the outlook. Additionally, vocational training is seen as playing a significant role in selecting public investment facilities which will enhance the competitive position of Appalachia. (Related documents are RC 004 206 and RC 004 210.) (EL)

ED 044 191 RC 004 577
Cruikshank, Julia M.
The Role of Northern Canadian Indian Women in Social Change.
Pub Date Apr 69
Note—158p.; Master's thesis submitted to the University of British Columbia, Vancouver
Available from—Inter-Library Loan from the Library at the University of British Columbia, Vancouver
Document Not Available from EDRS.
Descriptors—Adult Education, *American Indians, Attitudes, Child Care, Employment Opportunities, Family Role, Feminism, Government Role, Housing, *Industrialization, *Mothers, Objectives, Parent Role, *Role Conflict, Sex Differences, *Social Change, Values, Womens Education
Identifiers—*Canada
This 1969 thesis examines the changing role of the Canadian Indian woman living in northern communities where the pace of social change is undergoing acceleration. It is suggested that the woman's role is potentially very important in determining the direction of change within Indian communities. Discontinuity is less abrupt for the woman due to her role as mother. This role is a link to both past and future and is essential if cultural identity is to be maintained. Industrialization has displaced the former hunting and trapping economy in the Yukon; thus, many men are forced to compete in activities for which they are not technically or psychologically prepared. Women now have opportunities for independent activities which are traditionally not available to them, and with these opportunities come new and conflicting expectations about the ways Indian women should behave. Government agencies which claim a vested interest in, and a responsibility for, the Indian family place demands on the mother with little comprehension of her aims, goals, and values. A role of greater involvement of women in change must occur on the women's own terms rather than on terms of persons in an administrative capacity. (Author/AN)

ED 044 192 RC 004 632
Maynes, J. O. "Rocky", Jr.
House Bill No. 1 Special English Classes: Evaluation.
Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.
Pub Date Sep 70
Note—44p.
EDRS Price MF-$0.25 HC-$2.30
Descriptors—*American Indians, Bilingual Education, Comprehension Development, *English (Second Language), Evaluation Methods, Language Skills, *Reading Programs, *Spanish Speaking, *Testing Programs, Test Results, Test Validity, Vocabulary
Identifiers—*Arizona
As an evaluation report, this 1970 document summarizes information from 13 Arizona school districts involved in special English classes under House Bill No. 1. Program emphasis was on oral language development, vocabulary, and comprehension. Each district used its own method of evaluating progress; therefore, in synthesizing the information, each district is listed with a description of the evaluation instrument and the results of the pre- and post-tests. Total results from each district's evaluation showed progress in oral language development during the interim between pre- and post-tests. It is noted that, although progress was made in each program, many students fell below a level of language proficiency which would allow them success in a beginning reading instruction program. Tables of state and school district contributions and expenditures are included, as well as 5 recommendations. It is concluded that a significant contribution was made in oral English development for the Spanish and Indian children. The document is appended with pertinent information. (AN)

ED 044 193 RC 004 654
Stinson, R.
Successful Parent Education Programs at the High School Level in a Rural County.
Tulare County Organization for Vocational Education, Visalia, Calif.
Pub Date 15 Jul 70
Note—12p.
EDRS Price MF-$0.25 HC-$0.70
Descriptors—Administration, Cocurricular Activities, Counseling, Ethnic Groups, High Schools, Instruction, *Organizations (Groups), *Parent Education, *Parent School Relationship, Principals, Questionnaires, *Rural Schools, *Vocational Education
Identifiers—*California, Tulare County
The main purpose of this project was to increase the information available about operational procedures of parent education programs in California's Tulare County rural high schools. Specifically, the information gathered was to be used in developing communications with parents and the public about present and future vocational education programs. A questionnaire was sent to principals in the county to determine what types of parent education contacts were used. Results revealed that parent-teacher organizations seemed to be continuously rated highest. Appendices include a copy of the questionnaire, results of an ethnic survey, a listing of the high schools and principals, and a 1970 county unemployment graph. (AN)

ED 044 194 RC 004 726
Holbert, Victoria L. And Others
Indian Americans at Mille Lacs.
Minnesota Univ., Minneapolis. Training Center for Community Programs.
Pub Date Jul 70
Note—44p.
Available from—Training Center for Community Programs, University of Minnesota, Minneapolis, Minnesota ($1.50)
EDRS Price MF-$0.25 HC-$2.30
Descriptors—Academic Achievement, Age Differences, *American Indians, *Attitudes, *Community Surveys, Cultural Disadvantagement, Dropouts, Educational Disadvantagement, *Federal Programs, Research, Sex Differences, *Socioeconomic Influences
Identifiers—Chippewas, *Minnesota
The Training Center for Community Programs prepared a report on the Mille Lacs (Chippewa) Reservation in Minnesota. Data for the report were from 2 separate sources: a survey conducted by the Training Center with the assistance of the Mille Lacs community action program (1967) and an attitudinal survey conducted by Victoria Holbert during 1969. The 1967 survey included 68 adult Indians in the sample, while the 1969 survey included 26. The socioeconomic and attitudinal data reviewed in the 2 surveys point to a "typical reservation of backwardness and mainstream isolation." The surveys reveal that Indians stand no chance of individual or group development unless the inequities of education, occupation, income, and related variables are erased. (LS)

ED 044 195 RC 004 728
Harkins, Arthur M., Comp. Woods, Richard G., Comp.
Indian Americans in Duluth. A Summary and Analysis of Recent Research.

Minnesota Univ., Minneapolis. Training Center for Community Programs.
Pub Date May 70
Note—63p.
Available from—Training Center for Community Programs, University of Minnesota, Minneapolis, Minnesota ($1.50)
EDRS Price MF-$0.50 HC-$3.25
Descriptors—Academic Achievement, *American Indians, *Community Characteristics, Community Organizations, Community Problems, Cultural Activities, Dropouts, *Education, Employment, Family Characteristics, Migrants, Population Trends, *Research Reviews (Publications), Sex Differences, *Socioeconomic Background, Tables (Data), Tribes, Urban Environment
Identifiers—Duluth, *Minnesota

A summary of research relating to the Duluth, Minnesota, Indians is presented utilizing 12 major sections: an introduction; profiles of the "typical" Duluth (1) Indian resident, (2) male Indian resident, (3) female Indian resident, (4) Indian high school graduate, and (5) Indian high school nongraduate; the importance of education; significant findings of the Duluth Model City Indian Survey of 1968; the 1968 "Meriam Report"; conclusions of the Model City Survey; recommendations of the 1966 Peacock Report; and a view of Duluth Indians in perspective. The document contains 27 tables and 2 appendices. (AL)

ED 044 196 80 RC 004 744
Puzzuoli, David A. Gillespie, John O.
A Public Opinion Survey on Educational Planning.
West Virginia Univ., Morgantown. Coll. of Human Resources and Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.; West Virginia State Dept. of Education, Charleston.
Pub Date Mar 70
Note—112p.
EDRS Price MF-$0.50 HC-$5.70
Descriptors—Demography, *Educational Needs, Educational Strategies, *Planning, *Public Opinion, Questionnaires, *Rural Areas, Socioeconomic Status, Statistical Surveys, *Supplementary Educational Centers, Tables (Data)
Identifiers—*West Virginia

Major objectives of this planning study were (1) to determine public opinion as related to the need for a "multi-county" educational service unit and (2) to determine public opinion on selected school functions as they are presently organized in Region II, West Virginia. The 3 phases of the study consisted of development of the questionnaire by West Virginia University, the administration of the questionnaire to a random sample of Region II adult citizens, and the interpretation of data received through the use of professional opinions and statistical methods. Of the 3,200 questionnaires distributed, 60% were returned for analysis. Based upon completed returns, it was concluded that there appears to be supportive evidence for a proposal to establish regional administrative units in the state school system of West Virginia. The document contains 58 tables, 1 figure, and 5 appendices. (AL)

ED 044 197 RC 004 746
Featherman, David L.
Farm, Rural, and Urban Backgrounds of Rearing and Socioeconomic Career Achievements in Metropolitan Stratification Systems.
Pub Date 70
Note—29p.; Paper presented at the Annual Meetings of the Rural Sociological Society (Washington, D.C., 1970)
EDRS Price MF-$0.25 HC-$1.55
Descriptors—*Academic Achievement, *Career Choice, *Family Characteristics, Income, Longitudinal Studies, Occupations, Rural Environment, *Rural Urban Differences, *Socioeconomic Status, Urban Environment

In a secondary analysis of longitudinal data for white, originally second-parity couples resident in 7 large Standard Metropolitan Areas in 1957 (Princeton Fertility Study), the processes of educational, occupational, and economic achievements of a subset of 715 males are considered. Of primary concern is the extent of rearing in farm or rural as opposed to urban residential contexts as these influence educational attainment up to the initial interviews in 1957 and the successive socioeconomic achievement during the followup interval, 1957-67. For metropolitan males with farm or rural contexts of rearing, an educational handicap is incurred to their occupational and economic careers which men of urban backgrounds do not suffer. The fewer years of schooling attained by urban males of nonurban backgrounds is explicable in part by the relatively larger sizes of their families of origin. Moreover, when father's occupational status, size of the family of origin, and years of schooling completed are controlled statistically, the residential variable has no direct net effects on successive occupational and income career achievements. These findings are generated from regression and path analytical models of the process of stratification. Supplementary analyses within background residential categories consider potential effects of differential fertility on the socioeconomic achievements and potential interaction effects. (Author/EL)

ED 044 198 RC 004 749
Taylor, Benjamin J. O'Connor, Dennis J.
San Carlos Reservation Manpower Resources. Indian Manpower Resources in the Southwest. A Pilot Study.
Arizona State Univ., Tempe. Coll. of Business Administration.
Spons Agency—Arizona State Employment Service, Phoenix.; Manpower Administration (DOL), Washington, D.C. U.S. Employment Service.
Report No—Occas-P-4
Pub Date 69
Note—77p.
EDRS Price MF-$0.50 HC-$3.95
Descriptors—Adult Education, *American Indians, Development, Economically Disadvantaged, Education, Employment, *Family Characteristics, *Human Resources, Income, *Manpower Utilization, Programs, Services, *Training, Vocational Education
Identifiers—*San Carlos Indians

The study deals with manpower resources on the San Carlos Reservation and is a part of a larger study entitled "Manpower Resources in the Southwest: A Pilot Study," which deals with 5 reservations in the southwestern United States. The primary purpose of this document, as noted, is to provide basic and necessary manpower information essential for planning and developing effective programs for San Carlos Indians. It deals with on-reservation employment sources (nonfarm), characteristics of the manpower resource, employment and unemployment (including agriculture), industry and occupational characteristics, training and education, and income and expenditure patterns. The document also gives insights into the extent of manpower utilization, the degree of poverty, and the potential for more effective use of reservation Indians. Tables of statistics are interspersed throughout the document. Related documents are RC 004 747 and RC 004 748. (EL)

ED 044 199 RC 004 750
An Assessment of the Experimental and Demonstration Interstate Program for South Texas Migrants.
ABT Associates, Inc., Cambridge, Mass.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date 1 Dec 69
Note—216p.
EDRS Price MF-$1.00 HC-$10.90
Descriptors—Academic Achievement, Attitudes, Data Analysis, Dental Health, Employer Employee Relationship, Employment Opportunities, *Employment Services, Farm Labor, Field Interviews, Government Role, Health Services, Housing, Job Training, *Migrant Problems, *Migrant Workers, Migration Patterns, *Program Evaluation, Welfare Services
Identifiers—*Texas

The overall purpose of this program was to develop and determine the feasibility and value of a coordinated interstate program of multi-agency resources for Mexican American migrant farm workers. Basic areas of concern leading to this goal were (1) the need for a program of employability and supportive services for migrant families who, because of diminishing job opportunities due to mechanization of agriculture, wish to leave the migrant stream and (2) the need for a wide range of supportive services for migrant families who choose to remain in the migrant stream each year. Following the introduction, the report presents findings, conclusions, and recommendations concerning the Experimental and Demonstration Program for South Texas Migrants. The report is based on field interviews with project staff, members of other related organizations, employers, and migrant workers; qualitative and quantitative analysis of data gathered during the field work; inputs supplied by other companies involved in the program assessment; and library research. (AN)

ED 044 200 RC 004 751
Galarza, Ernesto
Merchange of Labor. The Mexican Bracero Story.
Pub Date 64
Note—284p.
Available from—McNally & Loftin, Publishers, Box 1316, Santa Barbara, California 93102 ($2.95)
Document Not Available from EDRS.
Descriptors—*Agricultural Laborers, *Bracero Programs, Braceros, Cultural Differences, Economic Disadvantagement, Economic Research, *Employment Practices, Farm Labor, *Labor Problems, Legislation, *Migrant Workers, Seasonal Labor

The subject of this study is the more or less seasonal influx of Mexican (bracero) laborers to work in agriculture in California between 1942 and 1960. The migration began as a joint effort between the governments of Mexico and the United States to ease the manpower shortage created by World War II. Dire needs of these migrants, and their willingness to work for wages scorned by native Americans, made them an attractive labor pool for southwestern and western agriculture. The unorganized drift of bracero labor became a vast administered migration that unfortunately also gave rise to many problems. It led to corruption and to the exploitation of human beings on both sides of the border. Congressional attempts to end the program came under pressure from American employers and the Mexican government to extend it for additional periods of time. In this 6-part historical, political, sociological, and economic treatise, an analysis of the bracero system provides perspective but does not conclude the bracero story. (EJ)

ED 044 201 RC 004 761
EPDA Indian Teacher Aide Institute, September 7, 1969 - May 29, 1970.
Arizona State Univ., Tempe, Dept. of Special Education.
Pub Date 29 May 70
Note—115p.
EDRS Price MF-$0.50 HC-$5.85
Descriptors—*American Indians, Cultural Factors, *Education, Exceptional Children, *Handicapped Children, Improvement, Inservice Education, *Institutes (Training Programs), Instructional Materials, *Teacher Aides, Teacher Education

The institute was designed to prepare Indian personnel for assignments in schools having large numbers of Indian and handicapped children. The following were the specific objectives: (1) improvement of, and change in, educational settings for Indian handicapped children in Federal, state, and private schools on reservations; (2) preparation of Indian paraprofessionals to assist special and regular classroom teachers in reservation schools; (3) increasing the participants' knowledge of educational needs of the handicapped and developing more positive attitudes toward the handicapped; (4) provision of course work in child growth and development, exceptional children, American Indian history and culture, state school organization and Indian education, and the preparation and use of instructional materials; and (5) provision of supervised practicum experiences in regular and special education settings providing observation and participation with children having a variety of handicapping conditions. Included in the document is information on operation of the program in terms of planning, participants, staff, orientation, institute components, cooperating agencies, and evaluation. The appendices provide a list of books, pamphlets, films, and community resources, as well as evaluation instruments, teacher-aide institute data, and various blank forms. (EL)

ED 044 202 RC 004 762
Berardo, Felix M.
Social Adaptation to Widowhood Among a Rural-Urban Aged Population.
Washington State Univ., Pullman. Coll. of Agriculture.

Spons Agency—Department of Agriculture, Washington, D.C.
Report No—Bull-689
Pub Date Dec 67
Note—34p.
EDRS Price MF-$0.25 HC-$1.80
Descriptors—*Economic Factors, Family Relationship, Financial Support, Friendship, Health, Low Income Groups, *Marital Status, *Older Adults, Religion, *Rural Urban Differences, Self Care Skills, Sex Differences, *Social Factors, Social Life, Welfare

In order to gain greater comprehension of the heterogeneous character of older people and to learn more about the social conditions surrounding the aged survivor, this study focuses on certain sub-samples of the older population: the married and widowed. Specifically, it attempts to assess the social adaptation to widowhood among the aged in 3 residential settings: city, small town, and "open country." The document devotes sections to (1) characteristics of the 496 respondents, (2) economic circumstances, (3) living conditions, (4) use of time, (5) social isolation, (6) friendship relations, and (7) formal social participation. The final section summarizes major findings and draws 12 conclusions and implications from them. Some basic conclusions were that widowers are more isolated and less self-sufficient than widows; that 9 out of 10 widows live on a money income of less than $2,000 per year and thus must rely on additional outside monetary assistance; and that the widow is more active in church participation than the widower. A 71-item bibliography is included. (AN)

ED 044 203 RC 004 763
Chase, Craig C. Rosenstein, Irwin
Outdoor Education for Elementary Schools.
State Univ. of New York, Albany. State Educational Dept.
Pub Date 70
Note—48p.
EDRS Price MF-$0.25 HC-$2.50
Descriptors—Class Activities, *Curriculum Planning, Educational Objectives, *Elementary Education, Natural Resources, *Outdoor Education, Resident Camp Programs, *Resource Materials, Sciences, *Teaching Guides

As a planning guide for administrators and public school teachers of elementary school children, this document was developed to assist in planning and implementing outdoor education activities. The document contains objectives, an introduction, contributions of outdoor education to the curruculum, suggested instructional laboratory environments, 32 pages of suggested learning activities, and suggested materials and teacher resources (books, newsletters, journals, and periodicals). Additional sources of materials and information are included. (AL)

ED 044 204 32 RC 004 766
Partners in Learning...Teachers & Migrant Children.
Ohio State Dept. of Education, Columbus.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
Pub Date 2 May 70
Note—16p.; Proceedings of Glen Helen Workshop (Yellow Springs, Ohio, April 30-May 2, 1970)
Available from—Title I Office, 3201 Alberta Street, Columbus, Ohio 43204
EDRS Price MF-$0.25 HC-$0.90
Descriptors—English (Second Language), Federal Aid, Individualized Instruction, *Inservice Teacher Education, *Institutes (Training Programs), Mathematics Education, *Migrant Child Education, Outdoor Education, Sciences, Spanish Speaking, *Teacher Attitudes, *Techniques

Oral language techniques, individualized elementary mathematics, and outdoor education were used as the subject matter for this inservice program for training of teachers of migrant children. The oral language program stressed the importance of the sound sequence of development in learning the English language: listening, speaking, reading, and writing. (Pattern drills used in the program are included.) The mathematic and outdoor education sections of the workshop stressed the need for positive teacher attitudes and emphasized that the teacher and child can be learning partners. Techniques are provided for better evaluation of student progress, and activities are given for involving the student in the learning process. (LS)

ED 044 205 RC 004 767
Dracon, John
The Extent of Bilingualism Among the Crow and the Northern Cheyenne Indian School Populations, Grades One Through Twelve. A Study.
Pub Date Mar 70
Note—32p.
EDRS Price MF-$0.25 HC-$1.70
Descriptors—*American Indians, *Bilingualism, Cultural Factors, Elementary School Students, Enrollment, *Language Proficiency, *Research, Secondary School Students, *Tables (Data)
Identifiers—*Montana

The research was conducted in the schools on or near the Crow and the Northern Cheyenne Indian reservations in Montana during October of 1969. All the students, both Indian and white, grades 1 through 12, were involved in the study. Some 2020 Indian students, out of a combined student enrollment of 3626, were assessed as to their bilingual characteristics by interpreters who asked general questions of the Indian students in the Indian languages. Responses were listened to, and recommendations were made to the assessors. It was determined of the 1102 Crow students examined, 82% spoke Crow as a primary language, 8% spoke Crow as secondary language, and 10% spoke only English. Of the 730 Cheyenne students examined, 55% spoke Cheyenne as a primary language, 18% spoke Cheyenne as a secondary language, and 27% spoke only English. The appendix contains enrollment figures and language characteristics by individual school and reservation. (LS)

ED 044 206 95 RC 004 768
Gallegos, Katherine Powers, Ed.
Indio and Hispano Child: Improving His Self Image.
Los Lunas Consolidated Schools, N. Mex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 19 May 69
Grant—OEG-7-9-417037-0146-(036)
Note—87p.
EDRS Price MF-$0.50 HC-$4.45
Descriptors—*American Indians, Anglo Americans, Art Expression, *Cross Cultural Studies, Cultural Pluralism, Family Life, Grade 1, Grade 4, *Mexican Americans, *Self Concept, Social Structure, *Social Studies Units
Identifiers—*New Mexico

Prepared under a Title IV Civil Rights program grant, this document consists of social studies units for grades 1 and 4, suggestions for a culturally oriented arts program, biographical sketches of cultural models, and brief historical sketches of communities in the area of Los Lunas, New Mexico. The purpose of the units of instruction and related materials is to build a better self-image on the part of pupils belonging to minority groups. The social studies unit for grade 1 is a comparative study of family life in 3 cultures: Indian, Mexican or Spanish, and Anglo. The unit stresses that people of different cultures can live and work together appreciating what each has contributed from its heritage. The social studies unit for grade 4 is a comparative study of the role that those 3 cultures have played in the development of New Mexico. This unit attempts to promote attitudes, appreciation, and understanding that will contribute to a blending of the 3 cultures into a plural Southwest culture. (JH)

ED 044 207 RC 004 773
Despain, Charles Ward, Jr.
Analysis of Male Navaho Students' Perception of Occupational Opportunities and Their Attitudes Toward Development of Skills and Traits Necessary for Occupational Competence.
Pub Date 65
Note—113p.; Doctor's dissertation submitted to Washington State University, Pullman
Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 66-774, Microfilm $3.00, Xerography $5.60)
Document Not Available from EDRS.
Descriptors—*American Indians, *Aspiration, *Attitudes, Behavior, Development, *Doctoral Theses, Employment Opportunities, Employment Potential, Males, *Occupational Information, Perception, Student Opinion
Identifiers—*Navajos

The purpose of this study was to analyze male Navajo students' perception of occupational opportunities and their attitudes toward development of skills and traits necessary for successful employment in off-reservation occupations. Three instruments were administered to the 79 Navajo students of the Intermountain School at Brigham City, Utah. A scale was used to measure the students' general levels of occupational aspirations in terms of 4 possible combinations of realistic and idealistic expression levels and short- and long-range goal periods. A behavior preference scale was used to determine the students' attitudes toward development of 6 personal traits which are believed to be related to successful work in modern off-reservation occupations: cooperation, friendliness, integrity, leadership, responsibility, and rational thinking. A third scale was used to measure students' attitudes toward 4 basic school subjects: English, reading, writing, and arithmetic. Ten conclusions were reached in the study. (EL)

ED 044 208 RC 004 777
De Hoyos, Arturo
Occupational and Educational Levels of Aspiration of Mexican-American Youth.
Pub Date 61
Note—184p.; Doctor's dissertation submitted to Michigan State University, East Lansing
Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 61-2687, Microfilm $2.75; Xerography $8.40)
Document Not Available from EDRS.
Descriptors—*Academic Aspiration, Acculturation, Cross Cultural Studies, *Doctoral Theses, Economic Change, *Mexican Americans, *Occupational Aspiration, Research, Social Change, Surveys, *Urban Youth
Identifiers—Michigan

Studies of levels of aspiration have made some important contributions to the understanding of the relationship between social structure and personality. In this type of study, however, minority groups have almost been neglected. The present study was designed to investigate the differentials in levels of occupational and educational aspiration of Mexican American youths in Lansing, Michigan. Of great importance to the study of the social structure of the target population are the changes (1) from mostly rural to mostly urban environment; (2) from seasonal, agricultural work to industrial, urban employment; and (3) from a position of subordination typical of the Southwest to one of greater social equality in the North. The main proposition, in the form of 11 hypotheses, was that the level of occupational and educational aspiration of Mexican American youths was positively correlated to acculturation to the dominant society. At the conclusion, it is noted that the data are not sufficient to determine whether the high level of social aspiration of the sample is a manifestation of their identification with the values of the dominant society or a manifestation of external imitation of those values. (EJ)

ED 044 209 RC 004 780
Serving Migrant Families.
North Carolina State Dept. of Public Instruction, Raleigh.
Pub Date Oct 70
Note—28p.
EDRS Price MF-$0.25 HC-$1.50
Descriptors—*Agency Role, Education, Employment, Extension Education, Federal Programs, Health, *Interagency Cooperation, *Migrant Workers, Rehabilitation, Sanitation, *Shared Services, *Social Services, State Programs
Identifiers—*North Carolina

On January 19, 1970, representatives of 9 state and Federal agencies which provide services to migrants met in Raleigh, North Carolina. The purpose of the meeting was to provide a forum for reporting individual agency activities and to coordinate efforts in providing comprehensive services to migrants. The group organized itself into a State Advisory Committee on Service to Migrants, with representatives from each of the following agencies: (1) North Carolina Employment Security Commission, (2) North Carolina State Board of Health, (3) Farmer's Home Administration, (4) North Carolina Department of Local Affairs, (5) North Carolina Department of Public Instruction, (6) North Carolina Department of Social Services, (7) North Carolina Council of Churches Migrant Project, (8) North

Carolina Good Neighbor Council, and (9) North Carolina Agricultural Extension Service. This publication represents the first attempt to compile a brief description of all services provided in North Carolina to migratory agricultural workers and their families. (EJ)

ED 044 210 RC 004 782

Department of Indian Affairs and Northern Development: Annual Report, Fiscal Year 1968-1969.

Department of Indian Affairs and Northern Development, Ottawa (Ontario).

Pub Date 70

Note—159p.

EDRS Price MF-$0.75 HC-$8.05

Descriptors—*American Indians, *Annual Reports, *Economic Development, *Educational Programs, Government Role, Human Resources, Natural Resources, *Rural Development, Social Services

Identifiers—*Canada

Operations and activities of the National and Historic Parks Branch, the Canadian Wildlife Service, and 3 development branches of the Canadian government are discussed. Functions of the Indian-Eskimo Development Branch include the administration of statutory responsibilities concerning reserve and surrendered lands, operation of resource and industrial development programs, and assistance to native people in establishment of small businesses. The Northern Economic Development Branch is responsible for effective management of mineral and land resources and for developing the economy of the Yukon Territory and Northwest Territories, stressing extensive participation of native Indians. Program development in northern education, welfare, and engineering has been a major thrust of the Northern Administration Branch. Educational statistics are presented showing enrollment and classification of pupils by district and by pupil residence facility, growth in elementary and secondary enrollment, and growth in vocational education offerings. A section on administrative organization and operations of the Department of Indian Affairs and Northern Development concludes the report. (JH)

ED 044 211 24 RC 004 784

Brown, Christine Havighurst, Robert J.

Pima Central School and Blackwater School, Sacaton, Arizona. The National Study of American Indian Education, Series I, No. 22. Final Report.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0147

Pub Date Jun 70

Contract—OEC-0-8-080147-2805

Note—6p.

EDRS Price MF-$0.25 HC-$0.15

Descriptors—*American Indians, *Community Characteristics, *Education, Enrollment, *National Surveys, School Buildings, *Socioeconomic Background, Student Transportation

Identifiers—*Arizona

As part of the Final Report of the National Study of American Indian Education, this background study provides information on the Pima Central and Blackwater schools on the Gila River reservation south of Phoenix, Arizona. Socioeconomic and community background data are given on location and climate, transportation, government, housing, and economy. A description of the Pima Central School, operated by the Bureau of Indian Affairs (BIA), discusses student transportation, enrollment, staff size, physical structure, administration, curriculum, and extracurricular activities. The Pima Central School, it is predicted, will become a local public school and no longer will be operated by the BIA. The second school reported upon, the BIA-operated Blackwater School located 5 miles east of Sacaton, Arizona, has only a kindergarten and first grade. The document contains 1 map. (AL)

ED 044 212 24 RC 004 785

Dreyer, Philip H.

The Meaning and Validity of the "Phenomenal Self" for American Indian Students. The National Study of American Indian Education, Series III, No. 7. Final Report.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0147

Pub Date Aug 70

Contract—OEC-0-8-080147-2805

Note—22p.

EDRS Price MF-$0.25 HC-$1.20

Descriptors—*American Indians, Attitudes, Cross Cultural Studies, Cultural Factors, *National Surveys, *Personality Studies, Research Methodology, *Self Concept, *Values, Youth

Two instruments were used in this study to measure the "phenomenal self": a series of 20 statements, after which the subject checked either "like me" and "not like me," and a semantic differential inventory consisting of 9 concepts which were rated using 7 pairs of adjectives. The final sample of American Indian students for whom both instruments were satisfactorily completed consisted of 2007 youths (998 males, 1009 females) ranging in age from 8 to 20 years. In addition, a non-Indian control group consisted of 168 youths (92 males, 76 females). The working hypothesis was that the scores for the 2 instruments for each Indian student would correlate highly. A coefficient of reliability was computed by the split-half method for each instrument. For the purpose of assessing the validity of the instruments, the original split-half reliability estimates were used. It appeared that while the 2 instruments could not be said to have measured exactly the same theoretical construct (i.e., phenomenal self), they did appear to have measured aspects of the same constructs. The concurrent validity correlations were highest for Plains Indians, Southwest Indians, Northwest Indians and Eskimos, and non-Indian controls. The student inventory is appended. (LS)

ED 044 213 24 RC 004 786

Nafziger, Alyce J., Comp.

American Indian Education, A Selected Bibliography. Supplement No. 1.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-6-2469

Pub Date Oct 70

Contract—OEC-1-6-062469-1574

Note—132p.

Available from—Manager, Duplicating Service, New Mexico State University, P. O. Box 3-CB, Las Cruces, New Mexico 88001 ($2.00)

EDRS Price MF-$0.75 HC-$6.70

Descriptors—*American Indians, *Annotated Bibliographies, Bilingual Education, Cultural Differences, Disadvantaged Youth, *Educational Resources, English (Second Language), Eskimos, History, *Research Reviews (Publications), Resource Materials, *Socioeconomic Influences, Teaching

Documents on American Indian education have been compiled in this 2-part bibliography, which is a supplement to ED 030 780. Part I of the supplement contains abstracts of 176 documents cited in "Research in Education" from September of 1969 through September of 1970. Part II contains 81 citations (some annotated) which have appeared in "Current Index to Journals in Education" from January of 1969 through June of 1970. Citations are indexed by subject using terms from the "Thesaurus of ERIC Descriptors." The entries include a wide variety of resource materials (research and program reports, guides, books, articles, etc.) which examine the cultural and socioeconomic problems and educational developments relative to American Indians. Price information and availabilities are provided for documents listed in Part I, and complete journal citations are provided for documents listed in Part II. (AN)

ED 044 214 RC 004 787

Profiles of Education in the Atlantic Provinces.

Canadian Atlantic Development Board, Ottawa, (Ontario).

Report No—Stud-5

Pub Date 69

Note—249p.

EDRS Price MF-$1.00 HC-$12.55

Descriptors—Demography, *Educational Development, *Educational Status Comparison, Elementary Education, *Enrollment Projections, Environmental Influences, *Human Resources, Population Trends, Post Secondary Education, *Rural Urban Differences, Secondary Education, Socioeconomic Background, Teacher Qualifications

Identifiers—*Canada

Education systems in the Atlantic Provinces are analyzed in this report to determine the state of their development, the nature and effect of the investment which is being made, and the factors which restrict the contribution of education systems to the development of human resource potential. Part One considers some of the factors which determine the environment within which the education systems operate and examines the relationships of socioeconomic and demographic variables to educational achievement. Part Two compares primary and secondary education in the Atlantic Provinces on an interprovincial and interregional basis. Part Three describes institutions of post-secondary education, their geographical distribution, library resources, qualifications of teaching staff, and financial inputs. Part Four examines school-age and university-age population projections and attempts to forecast enrollments to 1986-87 for each of the Atlantic Provinces. Nineteen tables are appended. (JH)

ED 044 215 RC 004 788

Nicholls, William M.

Views on Rural Development in Canada. A Study of the Views of the Member Organizations of the Canadian Council on Rural Development.

Spons Agency—Canadian Council on Rural Development, Ottawa (Ontario).

Report No—Spec-Stud-1

Pub Date 67

Note—120p.

EDRS Price MF-$0.50 HC-$6.10

Descriptors—*Agency Role, American Indians, Communication Problems, Decision Making, *Economic Progress, Educational Needs, Federal Programs, Industrialization, Manpower Needs, Objectives, *Planning, Policy Formation, Political Influences, Program Design, *Rural Areas, *Social Problems

Identifiers—*Canada

In this descriptive study of the views and opinions of member organizations of the Canadian Council on Rural Development (CCRD), it is noted that approximately 6 months after the CCRD was created the decision was made by the organization to assess and define itself prior to attempting to contribute to the solution of problems relating to land and community development. Interviews and group discussions with members of each organization comprising the CCRD were accomplished in addition to other generalized data-collection and analysis activities. Specific topics studied included problems in rural development, how CCRD member organizations are working toward a solution to these problems, objectives of rural development programs, methods for implementing the programs, the Agricultural Rural Development Act (ARDA) and rural development, and the role of the CCRD. The study attempts to show the basic organizational approaches to the solution of nationwide problems related to fostering improvements in Canada's vast rural areas. No specific recommendations are made. The document contains 5 appendices. (AL)

ED 044 216 RC 004 789

McCrorie, James N.

ARDA: An Experiment in Development Planning.

Spons Agency—Canadian Council on Rural Development, Ottawa (Ontario).

Report No—Spec-Stud-2

Pub Date 69

Note—116p.

EDRS Price MF-$0.50 HC-$5.90

Descriptors—Agriculture, Bureaucracy, *Economic Development, *Federal Legislation, Interagency Planning, *Planning, Program Development, *Rural Areas, *Rural Development, Socioeconomic Background, Tables (Data)

Identifiers—*Canada

A study of the nature and functions of Canada's Agricultural and Rural Development Act (ARDA) and related legislation at federal and provincial levels is presented. The study was commissioned in September of 1966 by the Canadian Council on Rural Development for the purpose of encouraging a greater public understanding of the assumptions, concepts, and mechanics of government regional development and planning through ARDA and related legislation. Main topics of discussion include assumptions and concept of the ARDA, responses of the provinces, variations of programming, and comprehensive regional planning. Conclusions relat-

ing to ARDA, regional development, comprehensive planning, and bureaucracy are given. The document contains a bibliography. (AL)

ED 044 217 24 RC 004 791
Havighurst, Robert J.
The Indian Self-Image as Evaluated with the Semantic Differential. The National Study of American Indian Education, Series III, No. 9. Final Report.
Chicago Univ., Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0147
Pub Date Aug 70
Contract—OEC-0-8-080147-2805
Note—11p.
EDRS Price MF-$0.25 HC-$0.65
Descriptors—Achievement, *Adolescents, Age Differences, *American Indians, Anglo Americans, *Cross Cultural Studies, Dropouts, Education, Eskimos, Maladjustment, *National Surveys, *Self Concept, Self Evaluation, Sex Differences, Socioeconomic Status, Spanish Speaking
As a part of the National Study of American Indian Education, the self-image of the Indian student was evaluated with the Semantic Differential (SD) in terms of attitudes toward self as well as toward other persons or institutions. Study groups were expected to describe themselves in favorable, neutral, or derogatory terms. The SD used in the study was partially identical with a form used with teenagers in Chicago, Buenos Aires, Kansas City, and Puerto Rico, thus allowing for comparison of non-Indian boys and girls of the same ages in Chicago and elsewhere. The instrument, as noted, asked for a rating of several concepts including Myself, My Future, Teachers, This School, Indians, Indian Way of Life, and White People's Way of Life; it also included several pairs of adjective scales which included Good-Bad, Happy-Unhappy, Strong-Weak, and Active-Lazy. It was believed that if Indian youth were severely alienated and if they were antagonistic toward teachers and schools, the SD would reveal these differences. The study concluded that, given a like socioeconomic status, Indians have about the same level of self-evaluation as non-Indians. Some evidence indicated that Indian girls are slightly more self-critical than Indian boys. A list of the various tribes included in the study from Alaska to North Carolina is given, along with the number of participants and scores derived from each correlation. Tables of statistics are appended. (EL)

ED 044 218 RC 004 792
Poehlman, Charles H.
Indian Education Program: 1969-1970 Annual Report to United States Bureau of Indian Affairs.
Nevada State Dept. of Education, Carson City.
Pub Date Oct 70
Note—84p.
EDRS Price MF-$0.50 HC-$4.30
Descriptors—Adult Programs, *American Indians, *Annual Reports, Community Involvement, Cultural Background, Cultural Enrichment, Dropouts, *Education, *Educational Finance, Educational Television, Enrichment Activities, Enrollment, Evening Classes, Federal State Relationship, *Program Descriptions, School Community Relationship, Student Needs, Teaching Guides
Identifiers—*Nevada
A brief history is given of the Johnson-O'Malley Act, which provides funds for Indian children attending public schools, and Nevada's plan for distribution of these funds is discussed. Procedures for determination of state apportionment for Nevada public schools are included, as are the beneficiaries of the special fund allocations. Basic objectives for educational programs and the problems encountered in developing these programs are cited. Two programs for Indian children in Nevada are described: (1) the Summer Educational Program for Southern Paiute Children and (2) The First Ones, an educational television series for all school children in Nevada. (Lesson plans and a teacher's guide for the series are included in the document.) Public Law 89-10 Title I programs serving Indian children in Nevada are listed, and school district news, financial reports for 1969-70, enrollment data, and results of the 5-year dropout survey conclude the report. (LS)

ED 044 219 RC 004 793
North Carolina Migrant Education Program Evaluation Report, 1970.
Learning Inst. of North Carolina, Durham.
Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh.
Pub Date Oct 70
Note—95p.
EDRS Price MF-$0.50 HC-$4.85
Descriptors—Annual Reports, Counseling Programs, Educational Needs, Institutes (Training Programs), Interagency Coordination, *Migrant Education, *Program Descriptions, *Program Evaluation, Special Services, *State Programs, *Supplementary Education, Vocational Education
Identifiers—*North Carolina
The second annual report on the effectiveness of North Carolina's migrant education program summarizes information compiled in 22 individual project reports. The information is based on attendance reports, application/authorization forms, on-site visitation reports, and state department questionnaires. Objectives of the state's migrant education program are (1) to provide a continuous educational program for migratory children; (2) to maintain and improve reading and other basic educational skills of migratory children; (3) to provide vocational and prevocational instruction for migratory youth; (4) to provide food, clothing, health, and other supporting services; and (5) to provide cultural enrichment activities. Funds are to be used for supplementary programs which are designed to meet the special educational needs of migratory children and for coordinating these programs and projects with similar programs and projects in other states. Six new programs and 4 exemplary projects are described. Recommendations are made for instructional programs, ancillary services, and state administration. (JH)

ED 044 220 RC 004 794
Conde, Carlos, Ed.
The Spanish Speaking People of the United States: A New Era.
Cabinet Committee on Opportunities for Spanish Speaking People, Washington, D.C.
Pub Date 70
Note—26p.
EDRS Price MF-$0.25 HC-$1.40
Descriptors—Committees, *Cultural Awareness, Disadvantaged Groups, Economic Development, Educational Improvement, Federal Programs, *Government Role, *Interagency Cooperation, *Mexican Americans, Organization, Social Disadvantagement, Spanish Americans, *Spanish Speaking
There are an estimated 10 million Spanish-speaking Americans who constitute the second largest minority group in the nation. Included in this group are Mexican Americans, Puerto Ricans, and Cubans. Life styles of the Spanish-speaking Americans, who were here before the Pilgrims, did not change significantly with the arrival of the Northern European cultures. However, the conflict which developed between the cultures has severely affected the social conditions of the Mexican American, his descendents, and the recent Mexican migrant. The Mexican American is looked upon as the remnant of an alien culture and an interloper on what had once been his ancestors' soil. Statistics and attitudes poignantly reflect the nation's social and political neglect of the Mexican American and other Spanish-speaking people. In 1969, the Federal Government created an inter-agency committee on Mexican American affairs: the Cabinet Committee on Opportunities for Spanish Speaking People (CCOSS). Activities of CCOSS are concerned with manpower and equal employment opportunity, economic development, housing, community and neighborhood development, education, comprehensive social and rehabilitative services, public affairs, and research. (EJ)

ED 044 221 32 RC 004 795
Chilcott, John H., Comp. And Others
Handbook for Pima and Maricopa Indian Teacher Aides.
Arizona Univ., Tuscon. Bureau of Educational Research and Service.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
Pub Date 70
Note—20p.
EDRS Price MF-$0.25 HC-$1.10
Descriptors—*American Indians, Community, Cultural Differences, Curriculum, Discipline, *Education, Elementary Schools, Enrichment, Games, *Guides, Health Needs, *Inservice Education, Recreation, *Teacher Aides
Identifiers—Arizona
The handbook is the result of an Indian Teacher Aide Training Program conducted in 1970 at several Indian schools in Arizona. Content of the document was derived from talks, discussions, projects, and lectures included in the training program. As noted, rather than using a university-program-centered approach, a problem-centered approach was used by drawing from what teachers and Indian aides felt was important in their day-to-day classroom operations. Information contained in the document is specifically designed for use of the Pima Reservation. Questions are posed and answers provided regarding the role of the teacher aide in the classroom, duties thought to be appropriate for the aide, and the role of the aide as a school agent in the community. Cultural differences which are likely to create learning problems are discussed, and information is provided on discipline, health, and games. (EL)

ED 044 222 88 RC 004 796
Clarke, Michael J. And Others
Art-by-Telephone: Design and Evaluation.
Clark County School District, Las Vegas, Nev.
Spons Agency—Division of Plans and Supplementary Centers, BESE.
Report No—DPSC-67-3922
Pub Date 70
Note—31p.
EDRS Price MF-$0.25 HC-$1.65
Descriptors—*Art Education, *Educational Innovation, Master Teachers, Planning, *Program Evaluation, Reports, Rural Education, *Small Schools, Tables (Data), *Telephone Communication Systems, Telephone Instruction
The Art-by-Telephone program, funded under Title III of the Elementary and Secondary Education Act, involved rural high schools in Nevada, Oregon, Idaho, and Utah. The program was designed to offer art instruction from a master teacher to students enrolled in high schools with limited financial resources. Instruction in art was provided by joining a number of widely separated small rural high schools into a conference situation in which all units of the system, including the instructor, were served by a common, 2-way-communication, amplified telephone service. The necessary telephone lines were leased at a special conference service rate for 50 minutes per week. In accordance with a prearranged schedule, the telephone conference operator initiated the necessary line signals to bring all participating schools and a master teacher into a joined, open-line communication setting. Each school was equipped with a telephone amplified receiver and transmitter so that students in any area of their classroom could hear all conversation and could also initiate oral responses. In addition to the amplified telephone equipment, each participating school was equipped with an overhead projector, 35-mm slide projector, tape recorder, and projection screen. The program operated for 2 years and was considered a pioneering success for the Western States Small Schools Project. Eight appendices are included. (AL)

ED 044 223 RC 004 798
Osborn, Lynn R.
A Bibliography of North American Indian Speech and Spoken Language.
Kansas Univ., Lawrence.
Pub Date Dec 68
Note—57p.
EDRS Price MF-$0.25 HC-$2.95
Descriptors—*American Indians, Anglo Americans, *Bibliographies, Communication Problems, *Cultural Awareness, Educational Problems, English (Second Language), Grammar, *Language Classification, Language Handicaps, *Language Research, Linguistics
The "War on Poverty" has focused on the economic, educational, and social disadvantage of great segments of our population. Prominent among the disadvantaged is the North American Indian, living in the mainstream of the dominant culture and in the more isolated setting of the government reservation. One of the basic difficulties faced in efforts to improve the lot of the Indian in today's society is that of communication between the Indian and the non-Indian. Government and private agencies concerned with such

matters are turning to the academic community in terms of funded research, curriculum development, and teacher development. To respond more meaningfully to these requests, the scholar must be aware of the investigations of his colleagues, past and present. This bibliography, containing approximately 600 items published between 1810 and 1967, is an attempt to provide a comprehensive listing of resource materials for the people studying the speech and spoken language of the North American Indian. (EJ)

ED 044 224 88 RC 004 800
Puzzuoli, David A. *Wholley, Peter J.*
The Multi-Purpose Center for Curriculum Improvement. End of Project Report.
Berkeley County Board of Education, Martinsburg, W. Va.
Spons Agency—Division of Plans and Supplementary Centers, BESE.
Report No—DPSC-66-242
Pub Date Jan 70
Note—126p.
EDRS Price MF-$0.50 HC-$6.40
Descriptors—Cultural Background, *Curriculum Study Centers, Educational Resources, Evaluation Techniques, Institutional Role, Operations Research, *Program Evaluation, *Regional Cooperation, *Reports, Research and Development Centers, Resource Centers, *Rural Education, Supplementary Educational Centers, Tables (Data)
Identifiers—*West Virginia
The report for the 8-county West Virginia Multi-Purpose Center for Curriculum Improvement, funded under Title III of the Elementary and Secondary Education Act, represents a comprehensive evaluation of the numerous activities with which the center was involved. The first section of the document presents general characteristics of the project area, along with a description of the project, participants, administration, cooperating organizations, and supporting services. The second major section contains objectives of the Curriculum Improvement Center, the evaluation model used, the rationale for classifying activities, the evaluation instruments used, the personal interviews conducted, and a questionnaire utilized to collect data. The third section presents analysis of data and a summary of findings. It was concluded that the overall attitude toward the center's role in bringing change to Region II schools was favorable. Five appendices are included. (AL)

ED 044 225 RC 004 801
Kingston, A. W. *Embertson, E. N.*
Indian Education in Wisconsin Under State Contract, Johnson-O'Malley Program, 1969-70, Twenty-Third Annual Report.
Wisconsin State Dept. of Public Instruction, Madison.
Pub Date 14 Oct 70
Note—62p.
EDRS Price MF-$0.50 HC-$3.20
Descriptors—*American Indians, *Annual Reports, *Educational Objectives, Educational Problems, *Financial Support, Inservice Education, *Program Descriptions, Scholarships, Student Enrollment, Tables (Data)
Identifiers—Johnson-O'Malley, *Wisconsin
Johnson-O'Malley-funded projects in Wisconsin schools are described in this 1969-70 annual report on Indian education. Objectives of the Johnson-O'Malley Program are (1) to secure for Indian children the educational opportunities and learning environment necessary to fulfill their educational needs; (2) to promote understanding and improve relationships between the school, home, and community; (3) to cooperate in developing and supporting in-service training for teachers of Indian children; and (4) to provide financial assistance to local school districts for implementation of programs, services, and activities jointly planned and mutually approved by the school and Indian community. Current trends indicate an increased local awareness of the need for improved educational practices and programs in Indian education and a significant increase of direct involvement by the Indian community in school affairs. Statistics on financial support, enrollment, attendance, and scholarships for Indian students are presented in tabular form. In-service training programs held during the year are discussed. (JH)

ED 044 226 RC 004 833
Brunstein, James J.
The Somerton Story, Part II. A Progress Report on the Somerton Demonstration School for Migrant Child Education.
Spons Agency—Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.
Pub Date Aug 70
Note—39p.
EDRS Price MF-$0.25 HC-$2.05
Descriptors—Adult Education, Breakfast Programs, *Educational Change, *Educational Programs, Elementary Schools, *Health Services, *Inservice Teacher Education, Junior High Schools, Kindergarten, Lunch Programs, Mexican Americans, *Migrant Child Education, Parent Participation, Preschool Programs, Program Development, Recordkeeping
Identifiers—*Somerton Demonstration School
Welcome back to the Somerton School District, Somerton, Arizona. Two years have passed since the writing of the first part of the "Somerton Story" (see RC 003 374). Since that time, the Somerton district has been able to realize some of its goals for the improvement of education for all of its migrant children. Some changes have been made, the attempt to "refine" the instructional program has been successful, and a few new programs have been added. All of these activities are described in the document under the following headings: Coordinators of Instruction, Teacher Training, Open Houses, Parent Conferences and Grading, Home Visitations, O. L. Carlisle School League, Adult Education, Rotary Club Help, Television Magic, The Record Transfer System, Teacher Exchanges and Consultation, Evaluation, and Rewards for Achievement. (EJ)

ED 044 227 RC 004 834
Migrant Teacher Supervisory Institute. RE 594 Workshop: July 6-31, 1970.
Spons Agency—Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.
Pub Date 31 Jul 70
Note—74p.
EDRS Price MF-$0.50 HC-$3.80
Descriptors—Developmental Reading, *English (Second Language), *Institutes (Training Programs), *Migrant Child Education, *Program Evaluation, Reading Development, *Reading Programs, Summer Workshops, Teaching Methods
An informational and evaluative report of the Migrant Teacher Supervisory Institute conducted at Arizona State University is presented. The institute had as its long-range goals (1) change rather than mere progress and (2) implementation rather than innovation. The curriculum for the institute centered around the following areas: unit teaching, English as a Second Language (ESL), preventing reading disabilities, and developmental reading. Unit teaching involved methods, with a focus on how to implement and a main concern for room organization. The basic structure of the ESL effort centered around the Region One Curriculum Kit (ROCK) ESL program. Efforts concerned with prevention of reading disability provided institute participants with specific tests and techniques for implementing a readiness program in their respective schools. The developmental reading effort brought participants into contact with specific skills and procedures in word recognition, comprehension, and evaluative and reading methods. The participants rated the institute highly in their overall evaluations. Eight appendices and a list of participants and consultants are included in the document. (AL)

ED 044 228 RC 004 836
Bennett, Eleanor H.
Guidelines for Environmental Sensitivity.
Pennsylvania State Dept. of Education, Harrisburg.
Pub Date 69
Note—13p.
EDRS Price MF-$0.25 HC-$0.75
Descriptors—Administrative Personnel, *Conservation Education, Curriculum Enrichment, *Guides, *Outdoor Education, *Physical Environment, *Pollution, Resources
Identifiers—*Pennsylvania
The document represents one of the efforts of a special advisory committee formed in 1966 to assist the Pennsylvania Department of Education in formulating ways and means of developing an awareness of conservation problems. The document has been designed to help the teacher create an interest in conservation that will stay with pupils and add meaning to their lives. Outdoor education is discussed, and suggestions are made to help teachers develop plans to further desirable attitudes and understanding among students toward their immediate and total environment. (EL)

ED 044 229 RC 004 837
Bennett, Eleanor H.
School Site Development for Conservation and Outdoor Education.
Pennsylvania State Dept. of Education, Harrisburg.
Pub Date [68]
Note—11p.
EDRS Price MF-$0.25 HC-$0.65
Descriptors—*Conservation Education, Curriculum Enrichment, *Environmental Education, *Natural Resources, *Outdoor Education, Sciences, *Site Development
According to the document, Americans within the last few generations have changed their way of living from rural to urban life; are enjoying higher living standards; and, in the process, have polluted the natural environment through improper planning and lack of environmental education. It is believed that the human relationship to the environment represents one of this century's greatest changes and one of education's most serious challenges. It is noted that there is a need to awaken an entire new generation of citizens, planners, developers, engineers, and scientists to the idea that mankind is but a part of the environment and that what affects the environment will also affect mankind profoundly. It is felt that a well-developed school site functioning as an outdoor classroom can be of real value in enriching the curriculum and providing for educational and recreational experiences throughout the child's school years, in addition to serving as extensions of the indoor classroom. The main body of the document is focused on school-site learning experiences as a vital part of a total environmental education program, and procedural steps for developing an outdoor laboratory and how to use one are included in the document. (EL)

ED 044 230 24 RC 004 838
Development and Evaluation of Educational Materials on Mexican Americans. Final Report.
B'nai B'rith, New York, N.Y. Anti-Defamation League.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0752
Pub Date Sep 70
Grant—OEG-0-8-080752-4686(010)
Note—13p.
EDRS Price MF-$0.25 HC-$0.75
Descriptors—Changing Attitudes, *Cultural Awareness, Cultural Education, *Curriculum Enrichment, Developmental Programs, Educational Improvement, Films, Information Dissemination, *Instructional Materials, *Mexican Americans, Program Evaluation, Publications, *School Community Programs, Self Concept, Social Change
As an exploratory effort to introduce positive change in an ongoing educational process, this project had as its prime objective the development and distribution of educational materials which would inform students and the general community on the Mexican American and thereby increase understanding, reduce prejudice, and improve the self-image of the Mexican American. Three publications and 2 half-hour films were developed for this purpose. Companion objectives of the project were (1) to endeavor to integrate the publications into curricula and other educational processes of schools, (2) to reverse the self-fulfilling tendencies of low expectations for Mexican American students by enhancing self-esteem, (3) to make it possible for the teacher to understand the culture the child brings to the school, (4) to disseminate the publications and films to the general public, and (5) to evaluate an ongoing basis the impact of the materials on various audiences and to suggest directions for future efforts. According to the document, one

can conclude that the purposes were accomplished. More important, however, the project has pointed out how little those people who work with the Mexican American know about his culture, his heritage, and the obstacles he faces. (EJ)

ED 044 231 RC 004 841

Rural Poverty in Michigan.

Michigan State Univ., East Lansing. Rural Manpower Center.

Report No—R-21

Pub Date Nov 70

Note—73p.

EDRS Price MF-$0.50 HC-$3.75

Descriptors—*Community Problems, Poverty Programs, *Rural Areas, *Rural Population, Socioeconomic Background, State Surveys, *Statistical Studies, Tables (Data), Welfare Problems, *Welfare Recipients

Identifiers—*Michigan

The study focuses on the problems of rural poverty as opposed to urban. In a discussion of the extent and location of rural poverty in Michigan, it is noted that rural poverty touches the lives of 350,000 individuals in the state. Data on welfare costs and related factors are also examined and brought up to date. Additionally, specific problems of the rural poor are delineated, and information on current (1970) aid programs is given. The document contains 2 maps, 16 tables, and an annotated bibliography. No specific conclusions are offered. (AL)

ED 044 232 RC 004 857

Roberts, Ruth C.

The 1967 Summer Conference, Western States Small Schools Project for New Mexico, a Report.

New Mexico Western States Small Schools Project, Santa Fe.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 18 Aug 67

Note—31p.; Report of the 1967 Summer Conference (St. John's College, Santa Fe., New Mexico, August 16, 17, 18, 1967)

EDRS Price MF-$0.25 HC-$1.65

Descriptors—Bilingual Education, *Career Planning, Conference Reports, *Educational Innovation, *Programed Instruction, Rural Areas, *Second Language Learning, *Small Schools

Identifiers—*Western States Small Schools Project

A summer conference sponsored by the New Mexico States Small Schools Project was held in Santa Fe in August of 1967. Several speakers described language-learning projects for bilingual children emphasizing use of the Miami Linguistic Readers in New Mexico schools. Mr. Rowan Stutz discussed work-orientation information presented to students in small schools under the Career Selection Education Program. Dr. Madeline Hunter spoke on innovations in education with particular reference to nongrading, team teaching, individualized instruction, and programmed learning. Additional presentations dealt with programmed instruction and flexible scheduling. Dialogue on educational innovations concluded the conference. Panel discussions were held in conjunction with the presentations on bilingual programs and career selection. (JH)

ED 044 233 RC 004 860

Lopez, Thomas F.

Staff Development of Bilingual Programs.

Pub Date 8 Jun 70

Note—57p.; Masters thesis submitted to Sacramento State College, Sacramento, California

EDRS Price MF-$0.25 HC-$2.95

Descriptors—Bilingual Education, *Bilingual Teachers, Educational Programs, Elementary Grades, Inservice Teacher Education, *Masters Theses, *Mexican Americans, Paraprofessional School Personnel, Program Proposals, Questionnaires, Staff Improvement, *Teacher Education, *Teacher Recruitment

Identifiers—California

The master's thesis is directed toward compiling information regarding recruitment and training of bilingual teachers, with particular emphasis on teachers of Mexican Americans. It establishes a rationale for bilingual teacher education programs and inservice education. The study answers questions about (1) the responsbility for staff development, (2) curriculum, and (3) subject areas and methods of emphasis in the program. Proposals which have been written on bilingual programs were examined in terms of staff development, and additional information was gathered by a questionnaire which was sent to each bilingual project in California. Correlations are given between size of grant awarded in funded programs and the amount allocated for staff development. Additionally, information made available by various program proposals and data obtained by the study questionnaire indicated that more work should be done in the areas of linguistics, evaluation, and human relations. It was also concluded that there seemed to be a positive correlation in the size of grant awarded and the amount expended from the grant for staff development. A design for bilingual education is presented to provide a basis and guide for staff development. Tables and appendices are also presented. (AN)

ED 044 234 RC 004 861

Cleveland, Albert Allan

Project SEARCH: Purpose and Problems.

Human Resources Research Council, Edmonton (Alberta).

Pub Date Jul 70

Note—17p.

EDRS Price MF-$0.25 HC-$0.95

Descriptors—Community Resources, *Educational Innovation, *Educational Problems, Field Studies, *Planning, Reports, Research Problems, *Rural Education, *School Community Relationship

Identifiers—*Canada

The prime purpose of this document on Alberta, Canada's project SEARCH (Selection of Educational Alternatives for Rural Change) was that of acquainting the interested reader with the project. The SEARCH program, which evolved through the felt need to improve rural education, had 2 major objectives: to select and field test promising innovations and to mobilize school and community resources in order to expand potential opportunities for rural schools. Based upon the premise that change comes from within the approach of project SEARCH was through community involvement at the "grass roots" level. Some of the problems encountered were lack of support from necessary individuals, insufficient time to participate on the part of teachers and administrators, and the obstacles inherent in a program of research and development. No specific conclusions were given since the prime purpose of the document was that of projecting awareness of the status of the project to interested parties. A bibliography is included. (AL)

ED 044 235 RC 004 862

Cleveland, A. A.

Teachers' Aides: A Project Report.

Human Resources Research Council, Edmonton (Alberta).

Pub Date Aug 70

Note—17p.

EDRS Price MF-$0.25 HC-$0.95

Descriptors—*Educational Innovation, Educational Trends, *Program Evaluation, *Rural Education, Small Schools, Statistical Studies, Tables (Data), *Task Analysis, *Teacher Aides

Identifiers—*Canada

Evaluation findings of a teacher aide project implemented in grades 4 to 12 of a small rural school via the SEARCH (Selection of Educational Alternatives for Rural Change) program during the second semester of the 1969-70 school term are given. The project--carried out in the County of Lacombe in Alberta, Canada--made 2 aides available to all teachers on a first-come-first-serve basis. Due to such constraints as a short life-span of the project, a small number of observed teachers, and a possible lack of consistency in observers' recordings, conclusions are not put forward; however, trends are noted. Teachers appeared to have spent less time in school after aides were introduced; teachers varied in ability and willingness to make use of the aides' services; and teachers appeared to allocate less time to clerical tasks after the aides were introduced. Students perceived that teachers were better prepared after the aides were introduced and felt that the aides were more understanding of students than were teachers. Community members were generally supportive of the program but expressed a need for more school-to-home communication. This report is not intended to show correct or incorrect ways of utilizing aides but should be viewed as being feedback which will assist the teachers concerned in any modifications deemed desirable. Four tables are included. (AL)

ED 044 236 RC 004 864

An Inquiry into the Effects of Goals in the Motivation of Adult Students in the New Mexico Adult Basic Education Program.

New Mexico State Dept. of Education, Santa Fe. Div. of Adult Education.

Pub Date [67]

Note—111p.

EDRS Price MF-$0.50 HC-$5.65

Descriptors—*Adult Basic Education, Age Differences, American Indians, Dropouts, English (Second Language), Equivalency Tests, *Ethnic Groups, *Mexican Americans, *Motivation, Occupational Aspiration, Questionnaires, *Research, Sex Differences, Tables (Data), Vocational Retraining

Identifiers—*New Mexico

The purpose of this study was threefold: (1) to identify and describe the motivation of adult basic education students, (2) to determine if a relationship exists between goals, and (3) to determine how the knowledge of these findings can influence program development. Some 750 adult students were selected from 10 communities in New Mexico. Information was gathered with the use of 2 forms. One form was filled in by the students and consisted of open-end questions designed to get answers on goals, needs, motivation, and student characteristics. The second form consisted of attendance charts kept by the teacher for 12 weeks. Results of this study showed that the students could be grouped into 1 of 3 goals categories: (1) the student who wishes to learn how to speak, read, and write in the English language; (2) the student who wishes to obtain better employment opportunities; and (3) the student who wishes to pass the General Educational Development examination. Findings indicated that attendance and motivation were high in categories 1 and 3 but extremely low in category 2. This led to the conclusion that attendance and high motivation are directly proportional to the nearness or achievability of one's goal. (Author/LS)

RE

ED 044 237 RE 002 809

Rudolph, William B. Kane, Robert B.

Estimates of the Relative Sequential Constraint for Selected Passages from Mathematics Books and the Relationship of These Measures to Reading Comprehension.

Pub Date Mar 70

Note—31p.; Paper presented at the conference of the American Educational Research Association, Minneapolis, Minn., Mar. 2-6, 1970

EDRS Price MF-$0.25 HC-$1.65

Descriptors—*Discourse Analysis, Language, Language Patterns, *Mathematics, *Readability, Reading Comprehension, *Textbooks

Since mathematical English (ME) differs from ordinary English (OE) in the number of symbols used, this research investigated sequential constraint (constraints on symbol choice attributed to preceding textual material) of excerpts from 18 mathematics books, both traditional and modern, to determine its relationship to readability. Findings indicated the following: (1) the length of the total passage must be considered; (2) sequential constraint did not differ for modern and traditional mathematics books; (3) sequential constraint varied between topics, which implies that no value of sequential constraint can be assigned to ME; (4) an inverse relationship existed between sequential constraint and grade level; (5) there was more constraint in the deductive style of writing; and (6) there was an inverse relationship between sequential constraint and reading comprehension of ME. Implications for teaching would place greater emphasis on topics having high constraint since such topics were associated with lower reading scores, and topics having low constraint might be developed in greater depth since they were associated with higher reading comprehension scores. Included are a bibliography, a list of definitions of technical terms, and tables. (DH)

ED 044 238 RE 002 905
Berg, Paul C.
Classroom Practices in Teaching Reading.
Pub Date May 70
Note—16p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970
EDRS Price MF-$0.25 HC-$0.90
Descriptors—*Creativity, Film Production, *Individualized Reading, Programed Materials, Questioning Techniques, Reading Materials, *Relevance (Education), *Teaching Methods, Teaching Techniques

Individualizing instruction is not in itself the answer to the problem of teaching all children to read. With the development of many new materials and devices, problems relative to meeting the needs of each child may be compounded. There is danger that the child may become isolated from what should be a community of learners. Reading as a social process is developed through social context. This includes a need for relevancy. Instead of enclosing learning within the four walls of the classroom, the outside world--the child's real world--can be brought in through the use of newspapers, film-making, research, current magazines, and other activities and materials. Whether a language-experience approach or a basal reader approach is used, reading materials can be selected which have meaning for the student. For learning to take place most effectively, it is necessary that the teacher and student together organize and structure a student-centered environment. Two important qualities of the teacher who can encourage this type of structure are (1) creativity and (2) the ability to develop a questioning attitude in her students which will lead to their making decisions and choice. References are included. (DH)

ED 044 239 RE 002 908
Consilia, Sister Mary
Neurological Organization and Reading.
Pub Date May 70
Note—17p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970
EDRS Price MF-$0.25 HC-$0.95
Descriptors—Child Development, Growth Patterns, *Learning Disabilities, *Neurological Defects, *Neurological Organization, Perceptual Development, *Reading, Reading Difficulty, *Sensory Integration

The structure and function of the nervous system as it puts us into contact with our environment is described. Section 1 presents a detailed discussion of the structure of the brain, drawing an analogy to a computer, and discusses the sensory input function. The transport system is then explained in a description of the transmission of sensory impulses along the cerebro-spinal neural pathways. The third section, arrival at the brain, discusses reception or processing function in the brain itself. Implications for the diagnosis of neurologically handicapped learners in terms of pinpointing the area of dysfunction are made. A bibliography is included. (CL)

ED 044 240 RE 002 910
Durr, William K.
A Computer Study of High-Frequency Words in Popular Trade Juveniles.
Pub Date May 70
Note—18p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970
EDRS Price MF-$0.25 HC-$1.00
Descriptors—Beginning Reading, *Childrens Books, Computers, Independent Reading, *Primary Grades, *Recreational Reading, *Word Frequency

Word frequency was determined for library books that primary-grade children selected for free reading. A survey of librarians determined which books these children selected. This list was reduced to 80 books through evaluations by elementary school teachers. A computer analysis of each word in these books revealed 105,280 running words. When proper names, onomatopoeic words, and easily recognizable inflected forms and compounds were omitted, there were only 3,220 different words in all of these books. A frequency count of these different words revealed that just 10 words account for almost one-fourth of all running words, 25 words account for over one-third of all running words, and 188 words account for almost seven out of 10 of all running words. It was suggested that systematic teaching of these high-frequency words would help insure that children have the background needed to read library materials of their own choosing at an early age. References and tables are given. (Author/DE)

ED 044 241 RE 002 918
Huus, Helen
Reading and the Individual.
Pub Date May 70
Note—16p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970
EDRS Price MF-$0.25 HC-$0.90
Descriptors—*Individual Differences, *Individual Needs, Learning Motivation, *Reading, *Reading Instruction, Recreational Reading

The interaction between the individual and his reading was analyzed according to four major points, and the contributions that reading can make to his total development were discussed. The first major point discussed was purpose for reading. It was pointed out that teachers need to help each pupil see the need for reading in terms of his own aspirations and desires for both the present and future. Second, was the individual's acceptance of responsibility for his own learning. Teachers can help students recognize the small increments of growth in reading and other subjects that provide the motivation for continued study. The instructional aim is to make the students independent. Third, was the development of the thinking individual. This can only be accomplished if started in the early years. Fourth, was the necessity for self-renewal as a lifelong pursuit. The reading teacher has a fundamental role in helping individuals gain the skills that enable them to launch out in diverse directions to pursue self-renewal that will be most meaningful. References are included. (Author/CL)

ED 044 242 RE 002 940
Graham, Harold V.
Development of Secondary Reading Programs.
Pub Date 9 May 70
Note—13p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970
EDRS Price MF-$0.25 HC-$0.75
Descriptors—*Classroom Techniques, Educational Diagnosis, Group Tests, Individual Differences, *Individualized Reading, *Reading Diagnosis, *Reading Programs, Recordkeeping, *Secondary Grades, Small Group Instruction, Test Interpretation

A plan for individualizing instruction in large or small secondary reading classes is presented. The need for adapting reading instruction to individual student differences is discussed with emphasis upon a complete and thorough diagnosis of each student's individual needs. Techniques are outlined for measuring, interpreting, and recording individual differences in intelligence, mode of learning, cognitive style, personality, motivation, interest, cultural and educational background, and reading skills. Success of this program is dependent upon each student's understanding of his own particular reading problem and realizing that something can be done. Specific materials must be available for the student that apply to the remediation of his problem and at his grade level. They should be self-administrating, autoinstructional, and multilevel. In addition, the student must have continuous knowledge of his progress, made possible by a system for daily and quarterly recordkeeping. References are included. (CL)

ED 044 243 RE 002 941
Henney, Maribeth
Improving Mathematics Verbal Problem Solving Ability Through Reading Instruction.
Pub Date 8 May 70
Note—27p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970
EDRS Price MF-$0.25 HC-$1.45
Descriptors—Arithmetic, Comprehension, Content Reading, Critical Reading, *Elementary School Mathematics, *Grade 4, Logical Thinking, Problem Sets, *Problem Solving, *Reading Comprehension, *Verbal Learning, Verbal Tests, Worksheets

The effect of special instruction in certain reading skills involved in solving verbal problems was compared with the effect of supervised practice in solving verbal problems on the improvement of verbal problem-solving ability of 179 fourth graders. The sample from six classes in three public elementary schools in Cuyahoga Falls, Ohio, was divided into two groups. The special instruction treatment group received 18 lessons of instruction in reading verbal problems, and the supervised study group solved verbal problems using whatever method they wished. Children in both groups improved significantly from pretest to post-test on the investigator-designed Verbal Problems Test. However, neither group resulted in significantly higher mean scores on the post-test. The girls in the special instruction group made significantly higher mean scores on the reading subtest of the post-test than did the boys in that group. No other significant differences were found between treatments, between sexes within treatments, or between sexes differentiated by treatments. The Stanford Achievement Test Reading and Mathematics subtests were also administered. Neither specific reading abilities, general reading abilities, nor computational abilities were found to be more highly correlated with verbal problem solving. References, tables, sample test items, and worksheets are included. (CL)

ED 044 244 RE 002 943
Hunt, Lyman C., Jr.
Updating the Individual Approach to Reading: IPI or IRP?
Pub Date May 70
Note—11p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970
EDRS Price MF-$0.25 HC-$0.65
Descriptors—Behavioral Objectives, Classroom Environment, Conferences, Discovery Learning, Evaluation, *Individualized Instruction, *Individualized Reading, *Programed Instruction, *Reading Instruction, Recordkeeping, Silent Reading, Skill Development

Two major concepts are considered. First, a distinction is made between Individually Prescribed Instruction (IPI) which is more closely associated with the cognitive domain and Individual Reading Program (IRP) which is more representative of the affective domain. IPI is characterized by continuous progress, skill mastery, subject matter achievement, programed or computerized instruction, systems analysis, and behavioral objectives; IRP is characterized by discovery learning, learning to learn, personal growth, self direction, individual productivity, and self selection. The difference is not one of structure (prescribed) versus unstructure (personal) but rather one of the nature of structure. The second major concept, a delineation of the structure needed to succeed in IRP, consumes the balance of the presentation. There are six identifiable steps in IRP which, when followed successfully, will lead to productive reading. These six steps are discussed and include (1) classroom environment, (2) silent or quiet reading time, (3) instructional guidance, (4) book talks and conference time, (5) skills development (uninterrupted sustained silent reading), and (6) record keeping and evaluation for the benefit of the learner. (Author/CL)

ED 044 245 RE 002 946
Leong, Che Kan
An Experimental Study of the Vocabulary of Written Chinese among Primary III Children in Hong Kong.
Pub Date 8 May 70
Note—8p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970
EDRS Price MF-$0.25 HC-$0.50
Descriptors—Auditory Perception, Aural Learning, *Aural Stimuli, *Basic Vocabulary, *Chinese, *Grade 3, *Orthographic Symbols, Tape Recordings

The depth and range of the corpus of written Chinese symbols used by 9-year-old Hong Kong children were studied in order to compile a minimum written Chinese vocabulary list. Error patterns of children were also analyzed. After presenting some characteristics of the language and reviewing previous studies, the methodology was described. The sample size ranged from 407 to 461 children who were matched for age, sex, and academic performance. The 1,851 different symbols or characters compiled from survey returns were incorporated into 30 prose passages

of 100 characters each (with about 40 percent recurring characters) and recorded on tape. Taped explanations of the passage content preceded three repetitions of the passage during which the children listened, transcribed, and reviewed. From the accumulation of correct and incorrect responses, a facility index was derived for each of the 1,851 characters. It was concluded (1) that 719 characters were reproduced by at least 70 percent of the children and should be regarded as the minimum core of written vocabulary at this level and (2) that the mean number of strokes for characters of median difficulty was 14. Further research in auditory reception of language and encoding of the symbols received is recommended. References are included. (CL)

ED 044 246 RE 002 949
Pitman, James
Twelve Recent Developments in Britain About the Acceptance and Use of i.t.a.
Pub Date 8 May 70
Note—13p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970
EDRS Price MF-$0.25 HC-$0.75
Descriptors—*Initial Teaching Alphabet, Inservice Teacher Education, Instructional Materials, Instructional Programs, Preservice Education, *Program Development, *Program Evaluation, Publications, *Reading Materials, *Reading Programs

Twelve recent developments concerning i.t.a. were discussed. They include the following: the recent publication of reports about i.t.a.; the debate in the House of Commons on the Schools Council Report and the distribution of copies of the Hansard reprint of the debate; sizable new financial aid; new members joining the i.t.a. Foundation; recent developments in materials and in the preparation of teachers; the recent adoption of "Speech i.t.a." by the government of Gambia in West Africa; and related developments in the United States concerning i.t.a. (CL)

ED 044 247 RE 002 956
Smith, William L.
The Effect of Transformed Syntactic Structures on Reading.
Pub Date May 70
Note—16p.; Papers presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970
EDRS Price MF-$0.25 HC-$0.90
Descriptors—*Child Language, Cloze Procedure, Elementary School Students, Language Patterns, *Reading Comprehension, *Reading Research, Secondary School Students, *Syntax, *Written Language

Keeping vocabulary and content constant, it was determined whether syntactically more complex structures increase reading difficulty or whether all students, regardless of grade level, have the same syntactic skills and thus read with equal facility materials written at different syntactic maturity levels. One hundred and twenty randomly selected students from grades 4 through 12 in a Florida school system were the subjects. They were given prototypic passages about the making of aluminum as rewritten by typical fourth, eighth, and twelfth graders and skilled adults, exhibiting syntactic characteristics of the average performance at each age level. Every fifth word was deleted, and no paragraphs contained the first or last words deleted. The test was given without verbal instructions or assistance, and no time limit was set. Data were subjected to one-way analysis of variance. The results showed that grades 4, 10, and 11 differed significantly between the four levels of writing. Fourth, fifth, and sixth graders read fourth-grade writing best; eleventh graders read it with least facility. Students in grades 8 through 12 found eighth-grade writing easier to read than either the fourth-grade writing or the more difficult passages. References, tables, and the prototype passages are included. (Author/CL)

ED 044 248 RE 003 029
Davino, Antoinette C.
The Reading Program for the Afro-American.
Pub Date Mar 70
Note—12p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970
EDRS Price MF-$0.25 HC-$0.70
Descriptors—American English, *Disadvantaged Youth, Negro Attitudes, *Negro Dialects, *Negro Students, Reading Improvement, Reading Materials, *Reading Material Selection, *Reading Programs, Standard Spoken Usage, *Teacher Attitudes, Teacher Role

The rationale for a reading program for the Afro-American is discussed. The school-age child is identified as the individual most affected by the problems of a dual culture. The following points are emphasized. (1) While the school is severely limited in any attempt to directly influence factors causing the disadvantaged environment, learning can be adjusted to take background and environment into account. (2) Nothing in the child's background automatically precludes his learning to read. (3) Practical solutions include the use of a variety of materials, instruction by a well-informed teacher with a knowledge of the developmental and sequential nature of the reading process, and provisions for adequate practice. (4) To be successful, the teacher must be aware of how ethnic group membership shapes the child's world. (5) Two key concepts of language to be developed in the child are an acceptance of the facts that there are a variety of language systems in our society and that standard English is the universal dialect in the child. (6) The successful reading program is dependent upon the interaction between the teacher, student, and materials. References are included. (WB)

ED 044 249 RE 003 030
Emeruwa, Leatrice
Teaching Reading to the Inner-City Child.
Pub Date 7 May 70
Note—11p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970
EDRS Price MF-$0.25 HC-$0.65
Descriptors—Reading Difficulty, Reading Failure, *Reading Instruction, Teacher Attitudes, Teacher Characteristics, *Teacher Role, Teaching Skills, *Urban Education, *Urban Environment, Urban Teaching, *Urban Youth

The type of reading teacher needed to teach reading at all grade levels in urban schools is characterized, and the habits and attitudes necessary for success are identified. The teacher needs to be (1) cognizant of the attitudes, misunderstandings, and prejudices of his colleagues; (2) aware of the possible hostility of his students, but sensitive to their personal and group needs; (3) in possession of a multitude of skills not only in the subject matter but also in methodology; and (4) strongly committed to helping his students improve their reading. Because of the similar reading-disability syndrome at all grade levels in the urban school, the following general guidelines were recommended. (1) The reading teacher must know the life style of his students and respect and use it as an instructional base. (2) He should know the basic pedagogy for teaching reading while remaining openminded and experiment-minded. (3) Sympathy and empathy for the personal and group needs of the students are necessary. (4) He must be in attunement with the present needs and future aspirations of the community. (CL)

ED 044 250 RE 003 031
Pridgen, Ennie M. And Others
Progress for Middle-Graders Among the Educationally Disadvantaged Through Photography.
Pub Date May 70
Note—12p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970
EDRS Price MF-$0.25 HC-$0.70
Descriptors—*Grade 5, Instructional Materials, Intermediate Grades, *Photography, Reading Difficulty, *Reading Instruction, Reading Materials, Reading Research, Remedial Reading, *Student Developed Materials, *Visual Learning

The purpose of the study was to assess the feasability of teaching fifth graders to read through instruction in photography and the use of such student-produced materials as pictures, books, magazines, and charts. The 60 subjects, all of whom were experiencing severe reading disability, were divided into two classes of 30 students each. Both classes were given Dolch's 220 Basic Word Recognition Inventory, and then equivalent mean scores were obtained. The students were split into control and experimental groups, the control group receiving conventional remedial instruction and the experimental group using the photography approach. After 4 weeks, the Dolch test was readministered. Results showed that the mean gain score was significantly higher for the experimental group. References are included. (NH)

ED 044 251 RE 003 032
Schultheis, Sister Miriam
Building a Better Self-Concept through Story Book Guidance.
Pub Date Jun 70
Note—6p.; Paper presented at the Language Arts and Reading Conference, Ball State University, June 22-23, 1970
EDRS Price MF-$0.25 HC-$0.40
Descriptors—*Bibliotherapy, *Childrens Books, Elective Reading, Independent Reading, Reading Material Selection, *Self Concept, Story Reading

Bibliotherapy, identifying with a storybook character, is one of the best ways for a child to gain insight into himself and to have a better understanding of himself and others. To begin this technique, it is necessary for the teacher to become well-acquainted with children's books so that he may be able to give capsule summaries of appropriate stories when the right time comes. The teacher might also categorize books for easy access according to children's problems and needs. Such categories might include problems of (1) appearance; (2) physical handicaps; (3) siblings, place in family, new baby; (4) acceptance by peer group or by oneself; (5) atypical unhappy home situation; (6) economic insecurity and unsettled living; (7) foreign or different backgrounds; and (8) need for diversion. Group guidance sessions are one of the best ways to introduce bibliotherapy. Examples of books corresponding to children's needs and problems and references are included. (CL)

ED 044 252 RE 003 036
Cooper, J. David
A Study of the Learning Modalities of Good and Poor First Grade Readers.
Pub Date 7 May 70
Note—21p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970
EDRS Price MF-$0.25 HC-$1.15
Descriptors—*Aural Learning, Beginning Reading, Grade 1, *Kinesthetic Methods, Learning Processes, Reading Instruction, *Reading Research, *Teaching Methods, *Visual Learning
Identifiers—Mills Learning Methods Test

A sample of 15 good and 15 poor first-grade readers, selected on the basis of the teacher's classification, performance on the Gates-MacGinitie Reading Test, Primary A, Form 1, and the Peabody Picture Vocabulary Test, was individually taught five nonsense syllables by each of four teaching modality procedures: visual, auditory, kinesthetic, and a combination of the three. The teaching procedure was based on the Mills Learning Methods Test and was carried out by the researcher in a laboratory situation. Twenty-four hours later, a test of retention was given. As expected, good readers took significantly fewer trials to master nonsense syllables and retained more nonsense syllables than the poor readers did. However, no single mode of learning resulted in significantly superior acquisition or retention of nonsense syllables for either good or poor readers as a group. Rather, modality preference appeared to be an individual matter. Limitations and educational implications of the study are given, and tables and references are included. (CL)

ED 044 253 RE 003 038
Lindamood, Charles H. Lindamood, Patricia C.
Conceptualization of Auditory Patterns.
Pub Date 8 May 70
Note—10p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970
EDRS Price MF-$0.25 HC-$0.60
Descriptors—*Auditory Perception, *Concept Formation, Grade 1, Grade 2, Grade 4, Kindergarten, *Language Patterns, *Phonemes, Reading Readiness, Spelling, *Syllables, Test Construction, Tests

An evaluation of children's ability to conceptualize auditory pattern contrasts was made. At the end of the 1968-69 school year, 56 kindergar-

teners, 31 first graders, 24 second graders, and four fourth graders were tested on their ability to conceptualize the sequential relationships of phonemes in both nonsyllabic and syllabic patterns. An auditory conceptualization test involving colored blocks to encode or represent the auditory patterns in three categories was developed by the investigators. Color was used to denote a repetition within a given pattern. The ability to judge sameness and difference and the concept of number to 4 were testing prerequisites. The categories tested were related to the nonsyllabic, simple syllable, and complex syllable levels. A descriptive analysis of the findings was presented. A wide range of scores was found for kindergarten, grade 1, and grade 2, and the problem of auditory perceptual function continued into grade 4. The authors concluded that curriculum planning should include special attention to developing auditory conceptualization. References are included. (WB)

ED 044 254 RE 003 039
Smith, Carl Bernard
Tadpoles Make the Nicest Frogs (Reading Science Selections).
Pub Date Jun 70
Note—10p.; Paper presented at the Language Arts and Reading Conference, Ball State University, June 22-23, 1970
EDRS Price MF-$0.25 HC-$0.60
Descriptors—*Content Reading, Individual Needs, Instructional Aids, *Reading Comprehension, *Reading Instruction, Science Instruction, *Science Materials, Structural Analysis, Textbook Content

Means of aiding children when they are reading in a content field were suggested. The author pointed out that there are various structural or organizational patterns in different kinds of texts, and if students were made aware of these patterns they would have a way of preorganizing themselves to increase comprehension. The specialized content vocabulary and such text-accompanying materials as diagrams and charts were also mentioned as areas in which teachers should take special notice and concentrate instruction. Seven musts for teachers to keep in mind if they are going to diagnose and adjust to individual learning needs in reading science materials were offered. (NH)

ED 044 255 RE 003 040
Weber, Larry J. Montgomery, Mary
Evaluation of the Title I Reading Program in Montgomery County, Virginia, Schools.
Virginia Polytechnic Inst., Blacksburg.
Spons Agency—Montgomery County Board of Education, Va.
Pub Date 31 Dec 69
Note—116p.
EDRS Price MF-$0.50 HC-$5.90
Descriptors—Budgets, Class Attendance, *Compensatory Education Programs, *Disadvantaged Youth, Educational Research, *Elementary Grades, Federal Aid, Instructional Materials, Junior High School Students, *Program Evaluation, *Remedial Reading Programs, Teacher Qualifications

A reading program to raise the achievement level of disadvantaged children is evaluated. The evaluation is intended to help Montgomery County Schools in determining the effectiveness of its Title I Program and to help the State Department of Education attain a view of Title I programs in Virginia so that both agencies can plan a more effective approach to compensatory education in the future. Descriptions are given of the community, the children, and the program included under the Title I project. Two types of evaluation are reported: (1) performance objectives as measured by standardized tests and (2) achievement, attitudes, and behavior evaluated by reading and classroom teachers in reports and comments recorded in cumulative record data. Facts and figures relating to the budget and school attendance are also presented. The report is concluded with a summary of the project and recommendations limited by problems encountered in the study. Tables are included. (Author/DH)

ED 044 256 RE 003 041
Emmer, Sara K.
The Difference in Effectiveness of Readiness and Non-Readiness Training in Increasing First-Grade Reading Achievement.
Rutgers, The State Univ., New Brunswick, N.J.
Pub Date Jun 70
Note—80p.
EDRS Price MF-$0.50 HC-$4.10
Descriptors—Basic Reading, *Beginning Reading, *Grade 1, *Reading Achievement, Reading Instruction, *Reading Readiness

This study investigated the difference in effectiveness in increasing first-grade reading achievement of a traditional reading program in which no words were taught and a program that began with formal reading instruction in preprimers and no reading readiness. The subjects were 137 pupils in six first-grade classes in a middle-class suburban community in central New Jersey. Pretests of readiness and intelligence indicated no significant differences between groups before training. One group received 6 weeks of readiness training and 10 weeks of reading instruction; the other group received 16 weeks of reading instruction in basal readers and no readiness training. The students were given as post-tests the reading subtests of the Stanford Achievement Tests and the Metropolitan Readiness Tests. It was concluded that omitting traditional reading readiness materials from the first-grade instructional program did not decrease reading achievement and may, in fact, have increased reading achievement. Therefore, it was suggested that first-grade reading instruction begin with formal reading lessons. A bibliography is included. (Author/NH)

ED 044 257 RE 003 043
Anderson, Lorena
Listening: Upper Elementary Grades.
Pub Date May 70
Note—7p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970
EDRS Price MF-$0.25 HC-$0.45
Descriptors—*Aural Learning, *Communication Skills, *Intermediate Grades, Language Arts, Listening Comprehension, *Listening Skills, Reading, Speaking, Transfer of Training, Writing

The importance of a good listening program in the upper-elementary grades was emphasized. Perhaps the biggest listening problem with these students, the author said, is to teach them to read as they listen. Suggestions were offered as to how to build listening skills. The separate communicative skills of listening, speaking, reading, and writing need to be taught, but it should be recognized that development in one skill reinforces another and that communications skills should be taught by discovery, practice, evaluation, and more practice. Examples of creative listening activities were also given. (NH)

ED 044 258 RE 003 044
Dakin, Karen E. Carlson
A Longitudinal Study of Sex Differences in Reading Achievement in Grades Four through Eight.
Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.
Pub Date Jun 70
Note—83p.
EDRS Price MF-$0.50 HC-$4.25
Descriptors—Cloze Procedure, Elementary School Students, Growth Patterns, Junior High School Students, *Longitudinal Studies, Masters Theses, *Reading Achievement, Reading Improvement, *Reading Research, *Sex Differences

Sex differences in reading achievement and growth patterns in a sample of students from grades 4 through 8 were determined in a longitudinal study. All 263 eighth graders at Crossroads Junior High School in South Brunswick, New Jersey, in the 1968-69 school year were tested, but only those students who had been enrolled for the 5-year period took part in the longitudinal study. The Iowa Test of Basic Skills, the California Reading Test, and an informal cloze test were the measuring devices. There were no significant differences in the mean test scores at each grade level, and no significant trends were noted. Although girls and boys had similar average annual reading growth rates, the latter grew more sporadically. Product-moment correlations between tests showed the boys to be more consistent than the girls. Significant differences in reading ability existed between students in South Brunswick from grades 4 through 8 and those who moved into the community. The boys who entered after the beginning of grade 4 were significantly inferior in reading to the students already there. The cloze test did not consistently correlate highly with the two standardized tests given in grade 8. Further research is recommended. A bibliography and appendixes are included. (Author/CL)

ED 044 259 RE 003 046
Horn, Thomas D., Ed.
Reading for the Disadvantaged: Problems of Linguistically Different Learners.
Pub Date 70
Note—267p.
Available from—Harcourt, Brace, and World, Inc., New York, N.Y.
Document Not Available from EDRS.
Descriptors—American Indians, *Disadvantaged Youth, Elementary Schools, High Schools, *Interdisciplinary Approach, *Language Patterns, Learning Theories, Negro Dialects, Preschool Education, *Reading, Reading Instruction, Social Dialects, *Socioeconomic Background, Spanish Speaking

If our historic goals of individual opportunity and literacy are to be realized, contributions from all appropriate disciplines must be brought to focus in classroom language instruction. The organization and content of this book reflect this interdisciplinary point of view. A basic concern is to explore possible solutions to educational problems that arise from the differences in the values held by persons responsible for educational programs and by school patrons who evidence one or more of the characteristics that identify them as disadvantaged. As the subtitle suggests, this book has two aims: (1) to direct attention to the crucial part that linguistic differences play in the state of being disadvantaged and (2) to highlight the need to meet the problems of linguistically different learners who, though not otherwise disadvantaged, are having serious language-based problems in reading. Twenty-four reading specialists, linguists, sociologists, and psychologists authored chapters in this book. Parts 1 and 2, Social and Economic Backgrounds and Language, treat separately the characteristics of whites, blacks, Spanish-speakers, and American Indians. Part 3, Implications for Teachers, presents suggestions for grade levels from preschool through high school. An extensive bibliography is included. (Author/DH)

ED 044 260 RE 003 051
Block, J. R.
A Critique of Research with the Initial Teaching Alphabet and Some Recommendations.
Pub Date 66
Note—11p.
Journal Cit—i.t.a. Foundation Report; v1 n2, 3 p32-42 Summer-Fall 1966
EDRS Price MF-$0.25 HC-$0.65
Descriptors—Beginning Reading, *Initial Teaching Alphabet, *Measurement Instruments, *Reading Research, Reading Tests, *Research Design, Teacher Attitudes

Research on the Initial Teaching Alphabet (i.t.a.) is viewed from two aspects--its limitations and how it can be improved. Thus far research has indicated that (1) transition from i.t.a. to traditional orthography is not the problem expected and (2) the children who are taught with i.t.a. read no better or worse than children taught with the conventional alphabet. Discussed are errors in research design related to (1) the use of control and experimental groups and materials used by each, the teachers, the investigator's attitude, sample size, and statistical analyses used; (2) the duration of the investigation, which in many studies is but one year; and (3) problems with criterion measures centering around such issues as final measures for evaluating i.t.a., the adequacy of reading measures, and correlated measures. Suggestions were made for improving research design which can be implemented as further studies replicate or build upon what has been done. Further research studies with i.t.a. could lead not only to its more effective evaluation but also to an examination of basic concepts relating to aspects of educational research. A bibliography is included. (DH)

ED 044 261 RE 003 055
Adams, Effie Kay
Group Techniques: Reading and Study Skills Services for the Average Potential College Student.
Pub Date May 70
Note—9p.; Prepared for the Seminar for Directors of College and University Reading Clinics, International Reading Association convention, Anaheim, Cal., May 6-9, 1970
EDRS Price MF-$0.25 HC-$0.55

Descriptors—*College Students, Diagnostic Tests, *Group Instruction, Individual Counseling, *Reading Instruction, *Reading Materials, Study Skills, *Teaching Procedures

Group teaching techniques for college students of average potential in reading and study skills services are presented. A student is first given a diagnostic battery of tests including at least one standardized reading test, a spelling test, and a listening test. The results are discussed with the student, and joint planning with the instructor or counselor takes place regarding the use of materials and equipment. The group teaching procedures described include lecture demonstrations; practice with timed readings, filmstrips and pacers, and listening/study skills taped lessons; and the use of educational television, operant conditioning, and models for vocabulary development. A list of reading and study skills materials for the college level is given and references are included. (DE)

ED 044 262 RE 003 056

Allen, James E., Jr.

The Role of the Elementary School Principal in Achieving the Right to Read Goal.

Pub Date 19 Apr 70

Note—15p.; Address before the convention of the National Association of Elementary School Principals, Philadelphia, Pa., Apr. 19, 1970

EDRS Price MF-$0.25 HC-$0.85

Descriptors—Disadvantaged Youth, *Elementary Education, *Elementary School Supervisors, Federal Programs, *Literacy, Parent School Relationship, *Principals, Reading Instruction

Elementary principals are encouraged to take active roles in furthering the "right-to-read" effort. Because they are in positions which allow them to determine school character and activities, they should provide leadership within their communities and contribute to the national effort. The establishment of federal offices to administer the "right-to-read" program will provide a central organization. Beyond it, individual schools should work through parent organizations, volunteer programs, etc. to increase literacy among children. Suggestions for increasing libraries, improving instruction, and creating parental involvement are given. (MS)

ED 044 263 RE 003 057

Berger, Allen

Thirty-Five Annotated References to Writings Related to Test-Taking Appearing Between 1935 and 1970.

Pub Date May 70

Note—11p.; Prepared for the Seminar for Directors of University and College Reading Centers at the International Reading Association convention, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-$0.25 HC-$0.65

Descriptors—*Annotated Bibliographies, Booklists, Student Testing, *Study Guides, *Testing

Since 1960, an increasing number of books have been written on the theme of test-taking. Prior to that time, such information was found primarily in books concerned with learning and studying. Thirty-five referecnes related to test-taking are described in chronological order beginning with the most recent publication data. (DE)

ED 044 264 24 RE 003 190

Neuman, Donald B.

The Effect of Kindergarten Science Experiences on Reading Readiness. Final Report.

Wisconsin Univ., Milwaukee.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-E-057

Pub Date Mar 70

Grant—OEG-5-9-595057-0038(010)

Note—70p.

EDRS Price MF-$0.50 HC-$3.60

Descriptors—*Kindergarten Children, Reading Achievement, *Reading Readiness, *Reading Research, *Science Instruction, Science Materials, Science Units

The effects of a series of science lessons on reading readiness were investigated. Kindergarten children from three schools in central-city Milwaukee were the subjects. Twenty children from the University of Wisconsin-Milwaukee Laboratory School were used to try out the procedures and materials used in the prepared science lessons. Twenty children in an inner-city school comprised the experimental group that received the series of science lessons. The third kindergarten class was the control group and received no science lessons. Fifteen lessons were prepared, and twelve were presented to the original try-out class and the experimental class. Each lesson took 1 week to complete (30 minutes per day for 3 days). Assessment of the study was made by teachers and children, and all children received the Metropolitan Reading Readiness Test. Among the conclusions were (1) that the children who had science lessons tended to score higher on the reading readiness test and (2) that the experimental group exhibited higher first-grade reading achievement. References and tables are given, and unit plans and materials for the 15 science lessons are appended. (DE)

ED 044 265 24 RE 003 210

Jacobs, John F.

A Comparison of Group and Individual Rewards in Teaching Reading to Slow Learners. Final Report.

Florida Univ., Gainesville. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0257

Pub Date 30 Jun 70

Grant—OEG-4-9-190257-0045(010)

Note—44p.

EDRS Price MF-$0.25 HC-$2.30

Descriptors—*Behavioral Science Research, Behavior Change, Classroom Techniques, *Group Instruction, Individual Instruction, *Operant Conditioning, Positive Reinforcement, Reading, Reading Research, Reinforcement, *Rewards, *Slow Learners

The use of operant techniques in the classroom, especially with slow learners, was investigated, and several types of reinforcement were compared. Subjects were 129 fourth graders enrolled in a middle school in a disadvantaged rural Florida community. The subjects were stratified by race, sex, and homeroom and were randomly assigned to one of five treatment conditions: control, random reward, individual reward, combined reward, or group reward. Five subtests of the Stanford Achievement Text Battery were administered before and after the 11-week experimental period. Data were analyzed using parametric statistics, and results demonstrated the feasability and power of group techniques for classroom use. Of the operant techniques studied, the group rewards appeared to provide the most influential control over classroom activity, and individual rewards actually impeded the maximum growth experienced under group conditions. A bibliography and tables of results are included. (MS)

SE

ED 044 266 SE 007 885

Scientific and Technical Communication, A Pressing National Problem and Recommendations for Its Solution.

National Academy of Sciences, Washington, D.C. Committee on Scientific and Technical Communication.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—Pub-1707

Pub Date 69

Note—334p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 ($6.95)

EDRS Price MF-$1.25 HC Not Available from EDRS.

Descriptors—*Engineering, Information Processing, Information Retrieval, *Information Science, Information Storage, *Natural Sciences, Research Needs, *Surveys

Presented are the findings of the Committee on Scientific and Technical Communication of the National Academy of Science and the National Academy of Engineering after a three-year survey of scientific and technical communication activities in the United States and abroad. There are eleven recommendations concerned with planning, co-ordination and leadership at the national level, including the creation of a joint commission on scientific and technical communication responsible to both academies. Sixteen recommendations consider problems of "consolidation and reprocessing", including the necessity for critical reviews, evaluations and consolidation of information in particular subject-matter areas. The operation of publishing, abstracting, and literature-access services is considered and sixteen recommendations made for improving these activities, including the provision of grants from funding agencies to ensure the utilization of work they sponsor. Two recommendations to facilitate personal communication at meetings and during sabbatical leave, and ten suggestions for experiments in the storage, dissemination and machine processing of information are made. Appendices list the consultants to the project, and a collected list of recommendations serves as an index. Bibliography. For synopsis of this document see ED 034 682. (AL)

ED 044 267 SE 007 985

Alden, John

Salaries and Income of Engineering Teachers, 1968.

Engineering Joint Council, New York, N.Y. Engineering Manpower Commission

Pub Date Dec 69

Note—49p.

Available from—Engineers Joint Council, 345 East 47th St., New York, N.Y. 10017 ($0.50)

Document Not Available from EDRS.

Descriptors—*College Faculty, *Engineers, *Income, *Salaries, Surveys, *Teacher Characteristics

Reported are salaries and incomes of engineering teachers based on data obtained from questionnaires distributed by deans of engineering schools to their faculty in October and November, 1968. Approximately 43 percent of the faculty responded. Tabulations and graphs of income of various teaching ranks are provided for different types of institutions, including public and private schools. Data on the relative time spent in teaching, research, consultation, and administration by each rank in each type of school are provided, as well as relationships between age, highest degree earned, and salary. Comparisons with previous surveys of engineering teachers and with non-teaching engineers are made. Appendices list the co-operating institutions by state and contain a facsimile of the questionnaire used. (AL)

ED 044 268 SE 008 810

Hafner, Everett M. And Others

Environmental Education 1970.

Scientists' Inst. for Public Information, New York, N. Y.

Pub Date 70

Note—32p.

Available from—Scientists' Institute for Public Information, 30 East 68th St., New York, N.Y. 10021 ($1.00)

Document Not Available from EDRS.

Descriptors—*College Programs, *Curriculum Development, Educational Objectives, Environment, *Environmental Education, Interdisciplinary Approach, *Program Descriptions, *Undergraduate Study

Much of the material in this publication was collected in preparation for a symposium on "Undergraduate Studies in Environmental Science." The introduction emphasizes the importance of environmental education. A section on "What do Students Want?" contains student opinions and descriptions of student-developed programs. A section entitled "New Approaches to Curriculum" contains proposals for and descriptions of different approaches to designing environmental science courses. A short annotated bibliography is included, and courses offered by many colleges are listed with a brief description of each course. (EB)

ED 044 269 SE 008 956

A Primer on Waste Water Treatment.

Department of the Interior, Washington, D. C. Federal Water Pollution Control Administration.

Pub Date Oct 69

Note—28p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. 0-335-309, $0.55)

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—Chemistry, *Environmental Education, *Pollution, *Resource Materials, *Sanitary Facilities, Sanitation Improvement, Technology, *Water Pollution Control, Water Resources
Identifiers—Federal Water Pollution Control Administration
This information pamphlet is for teachers, students, or the general public concerned with the types of waste water treatment systems, the need for further treatment, and advanced methods of treating wastes. Present day pollution control methods utilizing primary and secondary waste treatment plants, lagoons, and septic tanks are described, illustrated, and evaluated. Eight categories of pollutants affecting our waters are given accompanied by the effect each has on man and the environment. Water renovation techniques involving coagulation-sedimentation, absorption, electrodialysis, and the blending of treated water are discussed. In addition, new challenges for waste treatment including reverse osmosis, methods of chemical oxidation, and the use of polymers are investigated. Throughout, problems of water pollution control and waste disposal are presented to illustrate the need for planning, financing, and buidling facilities to meet governmental water quality standards. A glossary of common sewage treatment terms is included. (BL)

ED 044 270 SE 008 972
Williams, Mary H. And Others
Aerospace-Oriented Units for Use in Secondary School Classes.
Lincoln Public Schools, Nebr.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Sep 68
Note—291p.
Available from—Available on loan from the ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Ave., Columbus, Ohio 43221
Document Not Available from EDRS.
Descriptors—Aerospace Technology, *Instruction, Lesson Plans, *Objectives, *Physical Sciences, *Secondary School Science, *Teaching Guides
Identifiers—ESEA Title III
This set of nine units is intended to furnish aerospace-oriented resource material to help teachers include recent scientific and technological advances in the secondary school science curriculum. The units provided are as follows: history of astronomy, the solar system, beyond the solar system, history of flight, spaceflight facts, aerology, navigation and communication unmanned space exploration, and manned space flight. Each unit is subdivided into parts and includes the following suggestions: objectives, basic and supplementary reading assignments, suggested films, filmstrips and other teaching aids, background information, activities and projects, and a guide for evaluating learning in terms of the stated objectives. Basic reading assignments are made to a specific set of reference books. Supplementary references are collected into a classified bibliography of resource materials, which also includes films, filmstrips, transparencies, Ditto masters, and miscellaneous teaching aids. This work was prepared under an ESEA Title III contract. [Copy not available due to marginal legibility of original document.] (AL)

ED 044 271 SE 008 981
Science and Society, History of Science and Mathematics Education, Science and Mathematics History, General Studies and Surveys. Science and Mathematics Education Information Report.
Ohio State Univ., Columbus. ERIC Information Analysis Center for Science Education.
Report No—Bibl-37
Pub Date May 70
Note—41p.
EDRS Price MF-$0.25 HC-$2.15
Descriptors—*Bibliographies, Engineering, Foreign Countries, Manpower Needs, *Mathematics Education, *Science Education, Science Education History, *Science History, *Socioeconomic Influences
This is the seventh in the fourth series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Center for Science and Mathematics Education. Reported are 48 citations on Science and Society, of Science and Mathematics Education, 46 on Science and Mathematics History, and 49 citations of General Studies and Surveys. Under these headings the entries are listed alphabetically by author. An author index is provided. The documents include research reports, research reviews, manuals, speeches, textbooks, and other document types. Citations include author, source, availability, and major ideas of the document. This bibliography updates, but does not replace, earlier bibliographies produced by the Center. (RR)

ED 044 272 SE 009 054
Reeves, Robert G. Delo, David M.
Requirements in the Field of Geology.
American Geological Inst., Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—CEGS-PP-5
Pub Date Apr 70
Note—45p.
Available from—American Geological Institute, 2201 M St., N.W., Washington, D.C. 20037
Document Not Available from EDRS.
Descriptors—*College Science, *Curriculum Evaluation, *Earth Science, *Geology, Surveys, *Undergraduate Study
Reported are the results of a survey designed to gather data for the design and revision of undergraduate earth science curricula. Responses to questionnaires reflected opinions on the effectiveness and relevance of respondents' education to their practice of geology. Contained on the questionnaire were items regarding subjects, concepts, theories, techniques, and information typically encountered by a geologist in his education and practice. Results indicated show that only 24 percent of the items were considered useful or vital to more than 50 percent of the respondents. The useful and vital items selected by 75 percent of the respondents constituted only 5 percent of the items. Eleven hundred and five earth scientists completed the survey. (PR)

ED 044 273 SE 009 210
Trigg, George L.
Crucial Experiments in Quantum Physics.
Commission on Coll. Physics, College Park, Md.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 66
Note—42p.; Monograph written for the Conference on the New Instructional Materials in Physics (University of Washington, Seattle, 1965)
EDRS Price MF-$0.25 HC-$2.20
Descriptors—*College Science, *Experiments, Instructional Materials, *Physics, *Quantum Mechanics, Resource Materials, *Science History
The six experiments included in this monography are titled Blackbody Radiation, Collision of Electrons with Atoms, The Photoelectric Effect, Magnetic Properties of Atoms, The Scattering of X-Rays, and Diffraction of Electrons by a Crystal Lattice. The discussion provides historical background by giving description of the original experiments and events which contributed to them. Many original figures are given and quotes from original accounts are presented. An attempt was made to present the essentials of the method of each experiment and the difficulties of execution and interpretation encountered. (PR)

ED 044 274 SE 009 330
Travers, Kenneth J., Ed.
The Preparation of Mathematics Teacher Educators.
Illinois Univ., Urbana. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date Jan 70
Note—93p.; Papers presented at a University of Illinois Colloquium on the Preparation of Teacher Educators in Mathematics (Urbana, Illinois, 1969)
Available from—University of Illinois, Urbana Illinois, College of Education
EDRS Price MF-$0.50 HC Not Available from EDRS.
Descriptors—*Conference Reports, Disadvantaged Youth, Leadership, Mathematics, *Mathematics Education, Mathematics Teachers, Research, *Teacher Education, *Teacher Educators
Included are papers presented at the 1969 University of Illinois Colloquium on the Preparation of Teacher Educators in Mathematics. The first paper, "On the Preparation of the Teacher of Teachers" by B. Othanel Smith, examines the prominence of research in the teacher training programs. The second, "Source and Supply of Leadership in Mathematics Education" by Howard F. Fehr, discusses the characteristics of leaders and the tasks of future leaders in mathematics education. The last, "Preparation for Effective Mathematics Teaching in the Inner City" by Irwin K. Feinstein, outlines what should be the mathematical and professional background of those teachers working with inner city children. Following each of these three papers are two response papers written by other mathematics educators. (RS)

ED 044 275 SE 009 335
Scott, M. Gladys, Ed.
Research Methods in Health, Physical Education, Recreation.
American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 59
Note—544p.; Second edition
Available from—American Asso. for Health, Physical Education, and Recreation, 1201 16th St., N.W., Washington, D.C. 20036 ($6.00)
EDRS Price MF-$2.25 HC Not Available from EDRS.
Descriptors—Curriculum, *Health Education, *Physical Education, *Recreation, *Research Design, *Research Methodology, Sampling, Statistical Analysis
Methods for designing and conducting research related to health education, physical education and reaction are described. The use of libraries, the selection and definition of research problems, principles of statistically sampling, and data collection devices are presented. Instructions for the construction and validation of tests as well as techniques of data analysis are included. Descriptive methods, action research, and historical and philosophical methods, and experimental designs are described. Techniques for writing research reports, including advice on style and presentation of data, are given. Interaction of research and the development of the curriculum are discussed. (AL)

ED 044 276 SE 009 339
School Safety Policies With Emphasis on Physical Education, Athletics and Recreation.
American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 68
Note—33p.
Available from—American Assoc. for Health, Physical Education, and Recreation, NEA Publications Sales, 1201 16th St., N.W., Washington, D.C. 20036 ($1.00)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—*Accident Prevention, Accidents, Athletics, Physical Education, Recreation, *Safety, Safety Education, *School Accidents, *School Policy, *School Safety
This booklet outlines principles of hazard control, school accident problems, and the need for guidelines and policies. Suggested general school safety policies, guidelines for courses in safety education and for the provision of facilities and supplies, policies for the administration of first aid and emergency care, and procedures for reporting and investigating hazards and accidents are provided. Emphasis is given to policies affecting the physical education, athletics, and recreation programs in the school. (AL)

ED 044 277 SE 009 436
Wilson, James W., Ed. And Others
NLSMA Reports, No. 1, Parts A and B, X-Population Test Batteries.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 68
Note—505p.
Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif. 91109
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Educational Research, *Elementary School Mathematics, Evaluation, *Longitudinal Studies, Mathematics Education, *Secondary School Mathematics, Student Evaluation, *Tests

Identifiers—School Mathematics Study Group
This is the first of a series of reports on the National Longitudinal Study of Mathematics Abilities. This report contains most of the test batteries which were administered to students who were fourth graders at the start of the study in 1962. These students comprised the X-Population. Except where commercially available tests were used, the tests have been reproduced exactly as they appeared in the students' test booklets. Since a test booklet for a particular test session contains a number of different scales, the reader will find it helpful to refer the "NLSMA Reports No. 4" for identification and descriptions of each separate scale together with a report on the statistical characteristics of the scale. (JH)

ED 044 278 SE 009 437
Wilson, James W., Ed. And Others
NLSMA Reports, No. 2, Parts A and B, Y-Population Test Batteries.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 68
Note—553p.
Available from—A. C. Vroman, Inc. 2085 East Foothill Blvd., Pasadena, Calif. 91109
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Educational Research, *Evaluation, *Longitudinal Studies, *Secondary School Mathematics, Student Ability, Testing Programs, *Tests
Identifiers—School Mathematics Study Group
This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities. These volumes contain most of the test batteries which were administered to students who were seventh graders at the start of the study in the Fall of 1962. These students comprised the Y-Population. For the most part, the tests have been reproduced exactly as they appeared in the students' test booklets. The test batteries for the Y-Population follow the sequence which is most prevalent in the United States, i.e. algebra in Grade 9, geometry in Grade 10, and second-year algebra in Grade 11. Test booklets for particular test sessions contain a number of different scales. Consequently, the reader will find it helpful to refer to "NLSMA Reports No. 5" which contain a brief description of each separate scale together with a report on the statistical characteristics of the scale. (Editor/FL)

ED 044 279 SE 009 438
Wilson, James W., Ed. And Others
NLSMA Reports, No. 3, Z-Population Test Batteries.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 68
Note—336p.
Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif. 91109
Document Not Available from EDRS.
Descriptors—*Academic Achievement, *Educational Research, *Evaluation, *Longitudinal Studies, *Mathematics Education, Secondary School Mathematics, Student Ability, Testing Programs, Tests
Identifiers—School Mathematics Study Group
This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities. This volume contains most of the test batteries which were administered to students who were tenth graders at the start of the study in the Fall of 1962. These students comprised the Z-Population. For the most part, the tests have been reproduced exactly as they appeared in the students' test batteries. The test batteries for the Z-Population follow the sequence which is most prevalent in the United States, i.e. algebra in Grade 9, geometry in Grade 10, and second-year algebra in Grade 11. Test booklets for particular test sessions contain a number of different scales. Consequently, the reader will find it helpful to refer to "NLSMA Reports No. 6" which contain a brief description of each separate scale together with a report on the statistical characteristics of the scale. (Editor/FL)

ED 044 280 SE 009 439
Wilson, James W., Ed. And Others
NLSMA Reports, No. 4, Description and Statistical Properties of X-Population Scales.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 68
Note—248p.
Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif. 91109
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Educational Research, *Elementary School Mathematics, *Evaluation, Longitudinal Studies, *Secondary School Mathematics, Statistical Analysis, Testing Programs, *Tests
Identifiers—School Mathematics Study Group
This volume contains descriptions and statistical properties of test scales used with grade four through grade eight students in the National Longitudinal Study of Mathematical Abilities (NLSMA). Each scale is designed to measure a specified content or psychological area chosen as a dependent variable for the study. The scales are briefly identified and described, and example items are given; statistical information is listed for the scale and items from a 5 percent stratified random sample of the total NLSMA X-Population. Information is included for locating the complete reproduction of each item in "NLSMA Reports No. 1." The reader should also refer to "NLSMA Reports No. 7" for background information on the development of the mathematical scales. (JH)

ED 044 281 SE 009 440
Wilson, James W., Ed. And Others
NLSMA Reports, No. 6, Description and Statistical Properties of Z-Population Scales.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 68
Note—188p.
Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif. 91109
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Educational Research, *Evaluation, Item Analysis, *Longitudinal Studies, *Secondary School Mathematics, Statistical Analysis, Testing Programs, *Tests
Identifiers—School Mathematics Study Group
This volume contains descriptions and statistical properties of test scales used with grade 10 through grade 12 students in the National Longitudinal Study of Mathematical Abilities (NLSMA). Each scale is designed to measure a specified content or psychological area chosen as a dependent variable for the study. The scales are briefly identified and described, example items are given, and statistical information is listed for the scale and items from a 5 percent stratified random sample of the total NLSMA Z-Population. Information is included for locating the complete reproduction of each item in "NLSMA Reports No. 3." The reader should also refer to "NLSMA Reports No. 7" for background information on the development of the mathematical scales. (JH)

ED 044 282 SE 009 441
Wilson, James W., Ed. And Others
NLSMA Reports, No. 9, Non-Test Data.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 68
Note—139p.
Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif. 91109
Document Not Available from EDRS.
Descriptors—Data Analysis, Educational Research, *Evaluation, *Longitudinal Studies, *Mathematics Education, Research, School Demography, *Socioeconomic Background, *Teacher Characteristics
Identifiers—School Mathematics Study Group
This volume identifies the variables which have been formed from the non-test data collected in NLSMA. The information in this report is a comprehensive description of the NLSMA population in contexts other than mathematics achievement and psychological characteristics. Data were included on school-community characteristics, socioeconomic measures, teacher characteristics, curriculum patterns, and geographic distribution. The report is intended as a reference for the study and should be used in conjunction with the preceding eight NLSMA reports. (Editor/FL)

ED 044 283 SE 009 442
Carry, L. Ray And Others
NLSMA Reports, No. 10, Patterns of Mathematics Achievement in Grades 4, 5, and 6: X-Population.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 69
Note—210p.
Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif. 91109
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Educational Research, *Elementary School Mathematics, *Evaluation, *Instructional Materials, *Longitudinal Studies, Textbooks
Identifiers—School Mathematics Study Group
The primary purpose of this report was to identify differential patterns of mathematics achievement which could be ascribed to different mathematics textbook series used by groups of pupils over a three-year span covering grades 4, 5, and 6. This volume is one of a series of reports of textbook comparison analyses in NLSMA. Comparisons are presented for six textbook series on 38 measures of mathematics achievement. The results support the conclusion that different patterns of mathematics achievement are associated with the use f different textbooks. "Two textbook groups appeared to stand apart from the remaining four as having been associated with generally high achievement." In addition to this report, "NLSMA Report No. 11" extends the analysis to grades seven and eight using other text series and different samples of X-Population students. (Author/FL)

ED 044 284 24 SE 009 589
Rogler, Paul V. And Others
Wilmington Operational Mathematics, Book 2, Teacher's Edition.
Wilmington Public Schools, Del.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-B-069
Pub Date 69
Grant—OEG-2-9-170069-1038
Note—425p.
EDRS Price MF-$1.75 HC Not Available from EDRS.
Descriptors—*Business, Consumer Education, Instructional Materials, *Low Achievers, *Mathematics Education, *Secondary School Mathematics, Teaching Guides, Vocational Education, *Workbooks
This teacher's edition of a tenth grade general mathematics workbook attempts to show how certain mathematical skills are needed by the consumer. Each of the ten instructional units contains review exercises, practical applications, and practice problems for three levels of ability. Included are units on: (1) business forms, (2) algebra, (3) banking, (4) geometry, (5) taxes, (6) graphing, (7) data processing, (8) probability, (9) insurance, and (10) hospital work. [Not available in hardcopy due to marginal legibility of original document.] (RS)

ED 044 285 SE 009 798
Corliss, William R.
Space Radiation, Understanding the Atom Series.
Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.
Pub Date Jun 68
Note—63p.
Available from—U.S. Atomic Energy Commission, P.O. Box 62, Oak Ridge, Tenn. 37830 (free)
EDRS Price MF-$0.50 HC Not Available from EDRS.
Descriptors—*Astronomy, *Earth Science, *Physical Sciences, *Radiation, *Resource Materials, Science History, Scientific Research, Solar Radiation
Identifiers—Atomic Energy Commission
Described is the protection from space radiation afforded the earth by the atmosphere, ionosphere, and magnetic field. The importance of adequate instruments is emphasized by noting how refinements of radiation detection instruments was necessary for increased understanding

of space radiation. The role of controversy and accident in the research is mentioned. A brief discussion of the safety of space travel concludes this illustrated booklet. A reading list is appended. (AL)

ED 044 286 SE 009 810
Use of Our Land and Water.
Madison Public Schools, Wis.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date [70]
Note—42p.
Available from—Visual Education Consultants, Inc., 2840 Laura Lane, Middleton, Wis. 53562 ($11.95)
Document Not Available from EDRS.
Descriptors—Area Studies, *Elementary Education, *Environment, Filmstrips, *Geography, *Instructional Materials, Land Use, Resource Materials, *Teaching Guides, Water Resources
Identifiers—ESEA Title III
Included are a teacher's guide and two filmstrips for geography instruction to develop greater environmental awareness. Lesson plans are detailed for an area study emphasizing land and water use. Historical reviews and samples of city master plans for the past and present are included for background information. Two filmstrips are explained in their entirety, illustrating each frame and its accompanying script. Additional instructional materials aimed at the intermediate grades include references to textbooks, maps, newspaper articles, and related materials. This work was prepared under an ESEA Title III contract. (PR)

ED 044 287 SE 009 812
Geology of Wisconsin.
Madison Public Schools, Wis.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date [70]
Note—42p.
Available from—Visual Education Consultants, Inc., 2840 Laura Lane, Middleton, Wis. 53562 ($15.00)
Document Not Available from EDRS.
Descriptors—Earth Science, *Filmstrips, *Geology, *Instructional Materials, Paleontology, *Teaching Guides
Identifiers—ESEA Title III
Included are a teacher's guidebook and two filmstrips, "Geology of Wisconsin," and associated materials. The following are described: outline of objectives; suggested use of the filmstrips and guidebook; outline of the filmstrip content; four pages of illustrations suitable for duplication; a test for each filmstrip; and a list of additional recommended materials. Filmstrip photographs are included with narrative comments. The first filmstrip deals with precambrian geology (45 frames); part two describes the Paleozoic Era and resulting geologic features: fossils, caves, mineral and ore resources, etc. (69 frames). This work was prepared under an ESEA Title III contract. (PR)

ED 044 288 24 SE 009 860
Reagan, Charles E.
Ethics for Scientific Researchers, Final Report.
Kansas State Univ., Manhattan.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-F-037
Pub Date 31 Mar 69
Grant—OEG-6-8-008-037-0012(057)
Note—227p.
Available from—Charles C. Thomas Co., Springfield, Ill.
EDRS Price MF-$1.00 HC Not Available from EDRS.
Descriptors—Annotated Bibliographies, *Ethics, Instructional Materials, *Moral Issues, Moral Values, *Philosophy, Research, *Scientific Research, *Values
This project represents an attempt to systematically investigate the ethical problems and issues arising from scientific research, and to develop material for an undergraduate course in this area. The investigation was based primarily on interviews of scientists and by an extensive review of literature. The text is designed for science majors at the junior and senior levels and requires no previous philosophy background. It is divided into three sections beginning with a section on the fundamentals of ethics, including an introduction to ethics, nature of ethics, normative theory, and justification of ethical principles. The second section consists of fifty-five cases of scientific research which provoke issues of ethics. These cases provide the student with some experience in analyzing ethical cases and in applying ethical principles to them. The third section is an annotated bibliography intended to aid those doing case analysis as well as those undertaking research in ethics and science. (PR)

ED 044 289 24 SE 009 861
Ziener, George G. And Others
Educational Technology Project, Volume Five, Management Kit (Set 6). Final Report.
National Science Teachers Association, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0427
Pub Date Feb 70
Grant—OEG-3-8-080427-0052(010)
Note—90p.
EDRS Price MF-$0.50 HC-$4.60
Descriptors—*Administration, Budgeting, *Educational Administration, *Instructional Materials, *Management, Planning, Science Supervision, *Supervisors
Identifiers—Title IV
This volume is the last of four sets of materials produced for training science supervisors in educational technology. It describes the contents and use of kits designed to help supervisors analyze their jobs in five basic supervisory areas: budget; equipment, supplies, and materials; optimum learning systems; provision of services to science teachers; and reports. The necessity to relate these functions to improved student learning is emphasized. A bibliography is appended. Examples of management systems developed by science supervisors, samples of charts, and a copy of the criterion assessments used as follow-up activities are included as appendices to the report. (AL)

ED 044 290 24 SE 009 862
Eiss, Albert F. And Others
Educational Technology Project, Volume Four, An Application of Educational Technology (Set 3). Final Report.
National Science Teachers Association, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0427
Pub Date Feb 70
Grant—OEG-3-8-080427-0052(010)
Note—58p.
EDRS Price MF-$0.50 HC-$3.00
Descriptors—*Curriculum, Educational Technology, Evaluation, *Inservice Programs, Inservice Teacher Education, *Instructional Materials, *Science Education, *Supervisors
Identifiers—Title IV
This volume is one of four sets of materials produced for training science supervisors in educational technology. Participants design an inservice institute useful to their future work, analyze and revise a hypothetical plan for an inservice institute, and review and revise their own plans. Guidelines for institutes are provided. Supervisors are expected to be able to use the materials of the previous two sets (bibliography appended). The outline of the curriculum for a scientific literacy program upon which the hypothetical institute is based, contains descriptions of the school district concerned, definitions of scientific literacy, philosophy of the curriculum behavioral objectives of the course, a content outline and procedures for evaluating pupils. The plan of the institute to be criticized contains statements of its philosophy, behavioral objectives, structure, and evaluation. Pre-institute activities and a flow chart are included. (AL)

ED 044 291 24 SE 009 863
Mabrey, Layton And Others
Educational Technology Project, Volume Three, Introduction to Educational Technology (Set 2). Final Report.
National Science Teachers Association, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0427
Pub Date Feb 70
Grant—OEG-3-8-080427-0052(010)
Note—214p.
EDRS Price MF-$1.00 HC-$10.80
Descriptors—Audiovisual Instruction, Bibliographies, *Educational Technology, *Inservice Programs, *Instructional Materials, *Science Education, *Supervisors
Identifiers—Title IV
This volume is one of four sets of materials produced for training science supervisors in educational technology. It presents principles and practices of educational technology so that science supervisors can develop a working knowledge applicable to their own activities. The "first level" materials contain five units, describing educational technology as a process systematically developed to meet the individual learners needs and shows the need for and the value of the approach in the school environment of today. The script of the audio-tape of each unit is given, and a black and white copy of the slides used with each of the three units which have visuals is provided. "Level two" materials are intended to develop educational decision making and skills. Two units ("Criterion Referenced vs. Norm Referenced testing" and "Diagnostic Testing") were produced by the project; the other five areas covered used commercially available materials which are listed and briefly described in this volume. The "third level" materials consist of a selected list of materials and films describing instructional techniques and teaching aids. Pre- and posttest criterion assessment are appended. (AL)

ED 044 292 24 SE 009 864
Ziener, George H. And Others
Educational Technology Project, Volume One. The Development of Materials for the Training of Science Education Personnel in Educational Technology. Final Report.
National Science Teachers Association, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0427
Pub Date Mar 70
Grant—OEG-3-8-080427-0052(010)
Note—112p.
EDRS Price MF-$0.50 HC-$5.70
Descriptors—*Audiovisual Instruction, *Educational Technology, *Inservice Education, Management Development, Science Education, *Supervisors, Supervisory Training, Systems Approach
Identifiers—Title IV
The planning, production, validation, and revision of learning materials designed for use in institutes for science supervisors is described in this first of five volumes. Four sets of packages, ("-'Role of the Science Supervisor," "Introduction to Educational Technology," "An Application of Educational Technology," and "Management Kits,") each using educational technology methods to describe educational technology were produced. They need not be used in a linear manner, but were designed for flexible programing. The materials can be used for inservice development of supervisors, or by them to meet local training needs. Simple media, audio-tape, photographic slides, and written materials were used. "Educational technology" does not mean "use of machines for instruction" but is a "-process approach to learning", utilizing learning theory, a systematized approach and various instructional tools to produce learning in individuals. Examples of feedback responses to progress reports sent to supervisors during project development, copies of pre- and posttests given to groups and individuals used for validation, summarized validation results, and operations charts are appended. (AL)

ED 044 293 SE 009 871
Hanks, Thrift G.
Solid Waste/Disease Relationships, A Literature Survey.
Public Health Service (DHEW), Cincinnati, Ohio. Bureau of Disease Prevention and Environmental Control.
Report No—Pub-999-UIH-6
Pub Date 67
Note—189p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. FS 2.300:UIH-6, $1.00)
EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors—Disease Control, *Diseases, Environment, *Health Education, *Literature Reviews, *Pollution, Public Health, *Sanitation

Presented is a comprehensive survey of the literature on the relationships between disease and solid wastes. Diseases are grouped on the basis of waste type or disease vector, such as chemical waste, human fecal waste, animal fecal waste, rodent-borne disease, mosquito-borne disease and miscellaneous communicable disease. The following format is used in postulating the solid waste/disease relationships: first, a general statement on the disease being considered; second, a postulation on the disease association with wastes; third, supporting evidence found in the literature; fourth, discussion of the evidence; fifth, conclusions and possible projections relating to disease, waste association; sixth, recommendation for research and other activities. Appendices include an extensive list with the following information: solid waste sources, resulting wastes and their composition, and means of treatment. Included is a list of descriptors and a bibliography with 755 entries. (PR)

ED 044 294 SE 009 901

Krieghbaum, Hillier Rawson, Hugh

An Investment in Knowledge, The First Dozen Years of the National Science Foundation's Summer Institutes Program To Improve Secondary School Science and Mathematics Teaching, 1954-1965.

New York Univ., N.Y.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 69

Note—340p.

Available from—New York University Press, 32 Washington Place, New York, N.Y. 10003 ($8.00)

Document Not Available from EDRS.

Descriptors—*College Science, *Federal Programs, Inservice Teacher Education, National Programs, Science Education History, *Secondary School Science, Secondary School Teachers, *Teacher Education

Identifiers—*National Science Foundation

Documented is the first twelve-year history (1954-1965) of National Science Foundation (NSF) Summer Institute Programs to improve secondary school science and mathematics teaching. Traces development of institutes from model activities supported by private industry, through the fiscal and philosophical base for federal support to secondary education by means of institutes for secondary school teachers, to the development of over four-hundred summer institutes. Frequent quotes from NSF files, other public records, and author interviews support statements on NSF relations with Congress; pre- and post-Sputnik programs; parochial school participants; integration of institutes; and proposal development and acceptance. Attention is also given to institute participant selection, variety of institute programs, instructional personnel, institute management, university operations, science course improvement projects, and international institutes. The position is taken that although evaluation of institute results is difficult and incomplete, present evidence indicates that tremendous impact has been made on secondary education and university level teacher education, largely through emphasis on subject-matter courses. (JM)

ED 044 295 SE 010 040

Conservation Science Fair Projects.

Soil Conservation Society of America, Ankeny, Iowa.

Pub Date Apr 70

Note—38p.

Available from—Soil Conservation Society of America, 7515 Northeast Ankeny Rd., Ankeny, Iowa 50021 ($1.00)

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—Biology, *Conservation Education, Ecology, *Environment, Environmental Education, *Natural Resources, *Science Fairs, *Science Projects, Soil Science, Water Resources

Included are ideas, suggestions, and examples for selecting and designing conservation science projects. Over 70 possible conservation subject areas are presented with suggested projects. References are cited with each of these subject areas, and a separate list of annotated references is included. The references pertain to general subject materials, information on how to conduct an investigation or experiment, and information on how to organize an exhibit or demonstration. (PR)

ED 044 296 SE 010 041

Resource Conservation Glossary.

Soil Conservation Society of America, Ankeny, Iowa.

Pub Date 70

Note—54p.

Available from—Soil Conservation Society of America, 7515 Northeast Ankeny Rd., Ankeny, Iowa 50021 ($5.00)

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—Agronomy, Biology, *Conservation Education, Earth Science, Ecology, *Environment, *Environmental Education, *Glossaries, Natural Resources, *Reference Materials

This glossary is a composite of terms selected from 13 technologies, and is the expanded revision of the original 1952 edition of "The Soil and Water Conservation Glossary." The terms were selected from these areas: agronomy, biology, conservation, ecology, economics, engineering, forestry, geology, hydrology, range, recreation, soils, and watersheds. Definitions vary in length from one to five or more sentences, and are intended to serve as a reference for professionals and laymen as well as students. (PR)

ED 044 297 SE 010 095

Control Techniques for Particulate Air Pollutants.

Public Health Service (DHEW), Washington, D.C. National Air Pollution Control Administration.

Report No—Pub-AP-51

Pub Date Jan 69

Note—241p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. FS 2.93/3:51, $1.75)

EDRS Price MF-$1.00 HC Not Available from EDRS.

Descriptors—*Air Pollution Control, *Environment, Environmental Influences, *Pollution, *Resource Materials

Included is a comprehensive review of the approaches commonly recommended for controlling the sources of particulate air pollution. Not all possible combinations of control techniques that might bring about more stringent control of each individual source are reviewed. The many agricultural, commercial, domestic, industrial, and municipal processes and activities that generate particulate air pollutants are described individually and the various techniques that can be applied to control emissions of particulate matter from these sources are reviewed and compared. A technical consideration of the most important types of gas cleaning devices forms a major segment of the document, while sections on source evaluation, equipment costs and cost-effectiveness analysis, and current research and development are also included. The bibliography contains important reference articles, arranged according to applicable processes. (Author/PR)

ED 044 298 SE 010 097

Air Pollution Translations: A Bibliography With Abstracts - Volume 1.

Public Health Service (DHEW), Washington, D.C. National Air Pollution Control Administration.

Report No—Pub-AP-56

Pub Date May 69

Note—171p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. FS 2.93/3:56/V.1, $1.75)

Document Not Available from EDRS.

Descriptors—Abstracts, *Air Pollution Control, *Bibliographies, *Environment, Health, *Pollution, *Reference Materials

Cited are 558 references with abstracts translated from the original foreign languages, including 511 from Russian, 129 from German, and 18 from other countries. The entries are generally of a technical or advanced nature and are grouped into 13 subject areas: General, Emission Sources, Atmospheric Interaction, Measurement Methods, Control Methods, Effects - Human Health, Effects - Plants and Livestock, Effects - Materials, Effects - Economic, Air Quality Measurements, Legal and Administrative Aspects, Standards and Criteria, and Basic Science and Technology. An author index, a subject index, and a language index are provided. (PR)

ED 044 299 SE 010 100

Dorros, Sidney And Others

Man and His Environment, An Introduction to Using Environmental Study Areas, New Developments in Teaching Series No. 1.

American Association for Health, Physical Education, and Recreation, Washington, D.C.; National Education Association, Washington, D.C. Association of Classroom Teachers.

Pub Date 70

Note—58p.

Available from—National Education Assoc., Publications-Sales Section, 1201 16th St., N.W., Washington, D.C. 20036 ($1.75)

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—*Concept Formation, *Curriculum Development, Environment, *Environmental Education, Instructional Materials, *Interdisciplinary Approach, Resource Units, *Teaching Guides

By presenting an interdisciplinary approach to environmental education, this booklet is intended to help teachers expand their classrooms to include all of man's environment. Through the use of environmental study areas selected for their educational potential, a student is encouraged to develop an awareness of his environment that will lead to a personal sense of involvement and the shaping of an environmental ethic. The approach suggested in this booklet is through the use of five concepts or "strands" - Variety and Similarity, Patterns, Interaction and Interdependence, Continuity and Change, and Adaptation and Evolution. Information is provided on the background of environmental study area programs, suggestions for selecting sites and planning programs, aids to identifying the educational possibilities of a site and preparing lessons related to them, a detailed discussion of the concept approach to environmental education, sample class activities based on the concept approach, and selected publications and films. (BL)

ED 044 300 SE 010 111

Gott, Margaret E., Comp. Walles, James R., Comp.

High Interest - Low Vocabulary Science Books, Reading Level Grades 1-4 (Prepared for the Remedial Reading Teacher).

Colorado Univ., Boulder. School of Education.

Pub Date Sep 70

Note—60p.

Available from—Bureau of Educational Research, School of Education, Univ. of Colorado, Boulder, Colorado 80302 ($1.00)

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—*Booklists, *Elementary School Science, General Science, *Instructional Materials, Readability, Reading Interests, *Remedial Reading, *Retarded Readers

This booklist is intended for elementary school science students with high interest and low vocabulary skills. The Spache Readability Scale, Dale-Chall formula, sentence structure, paragraph flow, illustration, and diagram analysis or publishers stated grade level were used to determine grade level designations. The included interest level varies from about kindergarten through grade nine and reading level from grades one through four on general science topics including animals, amphibians, astronomy, birds, conservation, earth studies, electricity, fish, health, insects, machines, magnets, ocean life, plants, reptiles, seasons, spiders, space travel, trees, and worms. A list of publishers with addresses is included. (JM)

ED 044 301 SE 010 115

National Environmental Study Area, A Guide.

Department of The Interior, Washington, D.C. National Park Service.

Pub Date 70

Note—97p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. 0-389-991)

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—Ecology, *Environment, *Environmental Education, Interdisciplinary Approach, Nature Centers, *Outdoor Education, Program

Development, Science Activities, *Site Development, *Teaching Guides

Included is comprehensive information on how to establish an Environmental Study Area (ESA) similar to those organized by the National Park System. Following the introductory sections on educational philosophy and objectives are suggestions relating to these aspects of an ESA project: how to select an ESA site; contacting the key people; educational feasibility study; presenting the ESA program to the local educational community; teacher education programs; and others. The book also includes suggestions for lessons and activities in the ESA relating to art, communications, mathematics, science, and social studies. The lessons follow the conceptual or "-strand" approach to the environment with the format: Variety and Similarities; Patterns; Interaction and Interdependence; Continuity and Change; and Evolution and Adaptation. Appendices include examples of the strand development listed above and a glossary of ESA terms. This guidebook can be used by teachers having little or no ecological training. (PR)

ED 044 302 SE 010 124

Kittrell, F. W.

A Practical Guide to Water Quality Studies of Streams.

Department of the Interior, Washington, D. C. Federal Water Pollution Control Administration.

Report No—CWR-5

Pub Date Aug 69

Note—148p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. 0-368-814, $0.70)

EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors—Chemical Analysis, *Ecology, Environment, Laboratory Techniques, Reference Materials, *Sampling, *Water Pollution Control, *Water Resources

Reported are sampling methods that may be followed when performing stream studies. Sources of error and methods of their minimization are discussed. Because there is much variation within and between streams it is not possible to provide detailed definitive methods but alternatives are discussed. The selection of sampling sites and sampling procedures, precautions needed to prevent samples changing before analysis, the use of field laboratories, the use and interpretation of data from sewage plants, and procedures for collecting and analyzing wastes discharged into streams are considered, and the importance of studying the use of stream water are indicated. A list of sources of information and a discussion of data interpretation precede a guide to report writing. Detailed analytical procedures are not included but reference is made to the sources of standard methods. An appendix contains tables useful in data analysis. (AL)

ED 044 303 SE 010 126

Mathematics, Grade 4, Grade 5, Scope and Sequence.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 69

Note—53p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, N.Y. 11201 ($1.50, Payable to the Auditor, Board of Education)

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—*Curriculum Development, *Curriculum Guides, *Elementary School Mathematics, Grade 4, Grade 5, *Instructional Materials, Mathematics

Identifiers—New York, New York City

Presented is the scope and sequence of mathematics for Grades 4 and 5. It is based on the program which is introduced in prekindergarten through Grade 3 and is designed to extend and strengthen the computational skills and mathematical understanding of children. The units described are organized around four main themes--sets, number, and numeration; operations; geometry and measurement; and algebraic concepts, graphs, probability, and statistics. (FL)

ED 044 304 SE 010 129

Hoefner, Ferdinand, Jr.

An Experiment to Evaluate the Effectiveness of a Learning Laboratory Approach for Fifth and Sixth Grade Underachievers in Language Arts and Arithmetic. Final Report.

Wantagh Public Schools, N.Y.

Spons Agency—New York State Education Dept., Albany. Div. of Research.

Pub Date Aug 70

Note—47p.

EDRS Price MF-$0.25 HC-$2.45

Descriptors—*Arithmetic, *Elementary School Mathematics, Experimental Programs, Grade 5, Grade 6, *Instruction, *Language Arts, *Underachievers

Fifty-eight fifth and sixth grade students, identified as underachievers in language arts and arithmetic, received special instruction in a learning laboratory setting over a period of three years. The laboratory was a room equipped with designated learning centers and the lab team consisted of a teacher, an aide, and a part-time psychologist. The students were scheduled in groups of eight to ten to receive individually prescribed instruction for six minutes each day. A multi-media approach was used and instruction was aimed at the development of skills in listening, writing, speaking, and arithmetic computation, conceptualization and application. A control group matched for sex, mental ability, achievement levels, and participation in remedial programs received regular classroom instruction. Analyses of data made at the end of each of the three years did not indicate that the special treatment had any significantly positive effect on achievement as measured by the instruments used. Conclusions drawn suggest that the experimental approach employed came too late in the students' school experience. (FL)

ED 044 305 SE 010 133

Interdisciplinary Outdoor Education.

Shoreline School District 412, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 66

Note—471p.

Available from—Outdoor Education, Shoreline School District No. 412, Northeast 158th and 20th Ave., N.E., Seattle, Washington 98155 ($2.00)

Document Not Available from EDRS.

Descriptors—Art, Drama, *Environmental Education, *Integrated Activities, *Interdisciplinary Approach, Language Arts, Natural Sciences, *Outdoor Education, *Teaching Guides

Identifiers—ESEA Title III

This publication is designed for use in Seattle, Washington at the intermediate, junior high, and senior high school levels. Its main goal is to extend the classroom into the museums, art galleries, parks, rivers, mountains and similar resources in such a way that a wide variety of subjects can interact to provide enriching experiences. The emphasis is on student activities in these subjects: science, in all its branches; history; civics; geography; art; creative writing; industrial arts; creative dramatics; health and safety; conservation; mathematics; and foreign languages. These activities are intended to enhance student understanding of and appreciation for the natural environment and man's relation to it, and increase awareness of natural beauty and interrelatedness of school subjects. Activities are generally presented with background information and suggested resource materials, concepts, a list of required materials, and activity instructions and suggestions, and a reading list. This work was prepared under an ESEA Title III contract. [Copy not available due to marginal legibility of original document.] (PR)

ED 044 306 SE 010 137

Laws of the United States Relating to Water Pollution Control and Environmental Quality.

Congress of the U.S., Washington, D.C. House Committee on Public Works.

Pub Date Jul 70

Note—256p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. 0-44-674, $1.00)

EDRS Price MF-$1.00 HC Not Available from EDRS.

Descriptors—*Environment, *Laws, *Legislation, *Pollution, *Water Pollution Control

This compilation of Federal legislation contains copies of twelve Public Laws, four Executive Orders, and five International Conventions relevant to water pollution control. It also contains two Public Laws and two Executive Orders pertaining to environmental quality. There is a brief introduction summarizing the provisions of each Act. (AL)

ED 044 307 SE 010 169

Mackenthun, Kenneth M.

Nitrogen and Phosphorus in Water, An Annotated Selected Bibliography of Their Biological Effects.

Public Health Service (DHEW), Cincinnati, Ohio. Div. of Water Supply and Pollution Control.

Pub Date 1 May 65

Note—140p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Public Health Service Pub. 1305, $0.65)

EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Biology, Ecology, *Environment, *Pollution, *Water Pollution Control

Included in this bibliography are annotations of quantitative data on the content or concentration of nitrogen and phosphorus in plants and animals, the contribution to water of these elements from various sources (soil, fertilizers, excretion, sewage, precipitation, urban run-off), and the effect their presence has on aquatic standing crops and production rates of plankton, fish, higher aquatic plants and bottom organisms. Freshwater investigations predominate, but some marine studies are included. There is an author index and a cross-referenced table of contents to the 181 selected citations of journal articles, research reports, and books published between 1922 and 1965. Some annotations contain citations of other documents not annotated in this bibliography. (AL)

ED 044 308 SE 010 172

Rosenberg, Herbert H. And Others

Resources for Medical Research, Biomedical Research Manpower - for the Eighties.

National Institutes of Health (DHEW), Bethesda, Md.

Report No—R-11

Pub Date Dec 68

Note—131p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. 0-330-549, $1.25)

EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors—*Employment Trends, Graduate Study, *Manpower Needs, *Medical Education, *Medical Research, Post Doctoral Education, *Prediction

Long-range biomedical manpower needs up to 1985 have been projected and the best estimate indicates that there will be an increase from 64,000 workers in 1965 to 150,000 in 1985. The related expenditure is expected to increase from 1.9 billion dollars to 15.7 billion dollars in the same period. Alternate predictions, based on other possible economic policies, lead to different results. The methods used, and the assumption made, for each projection are discussed. The period from 1947 to 1967 is used for a base, and a comparison of similar projections made in 1961 with the actual figures up to 1967 demonstrates the utility of the model. The projections imply that there will be (a) a peed to fully utilize Ph.D.'s research skills; (b) a decrease in the proportion of M.D.'s trained as clinical investigators; (c) continued need for expansion of National Institute of Health training facilities; and (d) a need to continue accelerating expansion of facilities and equipment for health research. Appendices tabulate the projections, define biomedical research, and list localities where graduate education is expected to significantly expand. (AL)

ED 044 309 24 SE 010 178

Harris, Margaret L. Harris, Chester W.

A Factor Analytic Interpretation Strategy.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—TR-115

Bureau No—BR-5-0216
Pub Date Mar 70
Contract—OEC-5-10-154
Note—43p.
EDRS Price MF-$0.25 HC-$2.25
Descriptors—*Data Analysis, *Educational Research, *Factor Analysis, Measurement, *Research Methodology, Statistical Analysis, Statistical Data

The use of a strategy for determining the comparable common factors in a set of data are illustrated in this report. Both orthogonal and oblique derived solutions were obtained for each of several different initial factor methods. The results were compared across the various solutions and three types of factors were determined: comparable common factors, comparable specific factors, and non-comparable factors. Factor results used for this illustration are the reanalyses of the data of nine of the Guilford studies as previously reported by one of these authors. The number of comparable common factors for the data in any one of the matrices is always considerable fewer than the number of common factors obtained by Guilford. A few of the CCF's agree rather closely with common factors obtained by Guilford. In many instances two or more of Guilford's common factors coalesce into one comparable common factor. (Author/FL)

ED 044 310 SE 010 181
Wilson, James W., Ed. And Others
NLSMA Reports, No. 5, Description and Statistical Properties of Y-Population Scales.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 68
Note—326p.
Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif. 91109
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Educational Research, *Evaluation, Item Analysis, *Longitudinal Studies, *Secondary School Mathematics, Statistical Analysis, Testing Programs, *Tests
Identifiers—School Mathematics Study Group

This volume contains descriptions and statistical properties of test scales used with grade seven through grade eight students in the National Longitudinal Study of Mathematical Abilities (NLSMA). Each scale is designed to measure a specified content or psychological area chosen as a dependent variable for the study. The scales are briefly identified and described, example items are given, and statistical information is listed for the scale and items from a 5 percent stratified random sample of the total NLSMA Y-Population. Information is included for locating the complete reproduction of each item in NLSMA Reports No. 2. The reader should also refer to NLSMA Reports No. 7 for background information on the development of the mathematical scales. (JH)

ED 044 311 SE 010 199
Barisch, Sylvia
Directory of Physics & Astronomy Faculties in North American Colleges & Universities, 1970-1971.
American Inst. of Physics, New York, N.Y. Education and Manpower Div.
Pub Date 70
Note—275p.
Available from—American Institute of Physics, Dept. DAPD, 335 East 45th St., New York, N.Y. 10017 ($3.50)
Document Not Available from EDRS.
Descriptors—*Astronomy, *College Science, *Directories, *Physics, Professors, Universities

The directory includes three lists: institutions and personnel arranged geographically; institutions arranged alphabetically; and all physics and astronomy personnel arranged alphabetically. The institution and personnel lists also include information about faculty rank, level of degrees or courses offered in physics and astronomy, department chairman, and other information. Except for the final list of all personnel, the lists are presented separately for the United States, Canada, Mexico, and Central America. (PR)

ED 044 312 SE 010 204
Phillipson, J., Ed.
Methods of Study in Soil Ecology, Proceedings of the Symposium Organized by Unesco and the International Biological Programme (Paris, France, November, 1967).
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 70
Note—274p.
Available from—Unesco Publications Center, 317 East 34th St., New York, N.Y. 10016 ($17.00)
Document Not Available from EDRS.
Descriptors—*Biology, *Ecology, *Methodology, *Research, *Soil Science, Symposia

Included are papers (in French or English, with summaries in the other language) presented at a UNESCO-International Biological Programme symposium in 1967. The symposium provided an opportunity for the exchange of information on recent advances in soil ecology, with particular emphasis on soil productivity. Papers on broader theoretical aspects and on methodology are presented. The papers are grouped as follows: general problems in soil ecology; structural aspects of soil ecosystems; functional aspects of soil ecosystems; soil respiration; soil ecology in the next decade; and a series of groups dealing with methods of study of particular aspects of soil ecology. These aspects are production by soil microorganisms; macrophytes; the soil mesofauna; arthropods of the macrofauna; root-fluid feeders and nematodes; and earthworms, enchytraeids and molluscs. Bibliographies for each paper and a list of participants are provided. (AL)

ED 044 313 SE 010 399
Horn, Dorothy M.
The Writing of Multiple-Choice Mathematics Test Items.
Ontario Inst. for Studies in Education, Toronto. Dept. of Measurement and Evaluation.
Pub Date 70
Note—25p.
Available from—Ontario Institute for Studies in Education, 252 Bloor St., West, Toronto 5, Ontario, Canada ($1.00)
Document Not Available from EDRS.
Descriptors—*Evaluation, Grade 7, Grade 8, *Mathematics Education, *Measurement Instruments, *Multiple Choice Tests, Objective Tests, *Test Construction, Testing, Tests

This paper is designed to assist mathematics teachers in writing multiple-choice test items. The steps in constructing test items are considered and suggestions for revising poorly constructed items are given. Poor items as well as good are considered and in some cases the changes needed to overcome weaknesses in an item are indicated. The revised items which are included in this paper appear in the series of booklets, "Grades 7 and 8 Mathematics Test Item Pool." Objectives for two units at the seventh and eighth grade levels and grids used in developing sample items for these units are shown in the appendices. (FL)

ED 044 314 24 SE 010 405
Scott, Joseph A.
The Effects on Short- and Long-Term Retention and on Transfer of Two Methods of Presenting Selected Geometry Concepts.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—TR-138
Bureau No—BR-5-0216
Pub Date Jul 70
Contract—OEC-5-10-154
Note—163p.
EDRS Price MF-$0.75 HC-$8.25
Descriptors—Concept Teaching, *Discovery Learning, Doctoral Theses, *Elementary School Mathematics, *Geometric Concepts, Grade 6, *Instruction, Learning, Mathematical Concepts

The study was designed to investigate the effects on immediate acquisition, retention and transfer of two methods of presenting selected geometry concepts to sixth grade students. The effects of immediate acquisition and of transfer were measured immediately after presenting the lessons. The effects of retention were measured 1, 11, and 21 days after completion of the lessons. Two experiments were run. The first experiment considered the differential effects on short- and long-term retention of expository versus discovery methods of presenting the concepts. The second experiment investigated differential effects on immediate acquisition and transfer, of expository versus discovery methods of presenting the concepts. The results of these experiments showed that method of presentation did not differentially affect either immediate acquisition or transfer, but did differentially affect retention of the material in favor of th students who received lessons in the discovery mode. (Author/FL)

ED 044 315 24 SE 010 406
Romberg, Thomas A. And Others
Three Experiments Involving Probability Measurement Procedures with Mathematics Test Items.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—TR-129
Bureau No—BR-5-0216
Pub Date Jun 70
Contract—OEC-5-10-154
Note—33p.
EDRS Price MF-$0.25 HC-$1.75
Descriptors—Educational Research, *Evaluation, *Measurement Techniques, Objective Tests, *Probability Theory, *Testing, Test Interpretation, *Test Results

This is a report from the Project on Individually Guided Mathematics, Phase 2 Analysis of Mathematics Instruction. The report outlines some of the characteristics of probability measurement procedures for scoring objective tests, discusses hypothesized advantages and disadvantages of the methods, and reports the results of three experiments designed to learn more about the technique and compare it with standard procedures of scoring objective tests. The procedure used required the students to specify a degree of belief probability for each of the given alternatives to a question. The students were given a multiple-choice item and asked to specify what they believed to be the probability of correctness of each choice. The initial intent of these experiments was to see if a non-standard test-taking and scoring procedure would provide useful, reliable information for such tests. The studies indicated that the problem of getting useful, reliable information on difficult tests has not been solved. (Author/FL)

SO

ED 044 316 SO 000 047
Price, Joedd
The Teaching of History: A Few Remarks to Latin American Historians.
South Carolina Univ., Columbia.
Pub Date 3 Apr 70
Note—16p.; Paper presented at the Southeastern Conference on Latin American Studies (SECOLAS), University of South Carolina, Columbia, April 3, 1970
Available from—E.R. Huck, Ed., SECOLAS Annals, Division of Social Sciences, West Georgia College, Carrollton, Georgia 30117 ($3.00)
EDRS Price MF-$0.25 HC-$0.90
Descriptors—*Course Objectives, Higher Education, *History Instruction, *Inquiry Training, *Lecture, Secondary Grades, Student Research, *Teaching Methods
Identifiers—Historical Method, *Latin America

Present methods of high school and college instruction in history, namely, the instructor centered approaches, have made the study of history irrelevant for many students, and hence objectives for teaching history are seldom realized. Even good lectures, and most discussion classes, result in the student acting as a passive observer, never establishing an individual relationship to the subject matter. If history teachers were to see their objective as making historians out of students, rather than creating knowing minds, they could help create independent minds capable of critical thinking, and an appreciation of the values of history. This methodological approach involves permitting students to do, on their own, what historians do--deciding what questions are worth answering, securing information from many sources; and critically evaluating those sources of information. While Latin American history is not under direct attack, it is not unaffected by the current crisis in history teaching. Unless instruction is personalized and aimed at teaching the historical skills, history will not be able to justify its existence in the curriculum. (JLB)

ED 044 317 SO 000 093
Reynolds, Robert W. And Others
Guiding Children Through the Social Studies.
National Education Association, Washington, D.C.
Pub Date 64
Note—41p.
Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.00; quantity discounts)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—Abstract Reasoning, Behavioral Objectives, Citizenship, Cognitive Objectives, Concept Formation, *Concept Teaching, *Elementary Grades, Generalization, *Inductive Methods, *Interdisciplinary Approach, Social Sciences, *Social Studies, Teaching Methods
This guide for elementary grade teachers is designed to present a perspective for the social studies which will enable teachers, and hence their students, "to discern coherence, continuity and preciseness in the study of human affairs." It reflects on interdisciplinary approach, based on the relatedness of the social sciences and strongly emphasizing the processes of concept development and generalization. Inductive methods are stressed in descriptions of learning situations showing relatedness between teacher purpose; pupil purpose; learning activities; accumulation of related sets of facts; concepts; subgeneralizations; major generalizations. In the last two chapters consideration is given to learner characteristics and reasonable cognitive and behavioral objectives for the primary and intermediate grade child. A multidimensional study of home and community stressing generalizations about human interdependence is recommended for the primary level. For the intermediate grades, it is suggested that an in-depth, laboratory study of a particular culture can, when organized on the above principles, encourage children to better understand their own environment and to gain insights into the relatedness of school curriculum to problems of personal and social significance. (JLB)

ED 044 318 SO 000 198
Caselli, Ron
An Instructional Plan for Teaching Black History.
Sonoma County Superintendent of Schools, Santa Rosa, Calif.
Pub Date 70
Note—34p.
Available from—Ron Caselli, Sonoma County Office of Education, 2555 Mendocino Avenue, Santa Rosa, California 95401 ($2.00)
EDRS Price MF-$0.25 HC-$1.85
Descriptors—*African American Studies, *Behavioral Objectives, Bibliographies, Booklists, Course Objectives, Films, Intergroup Education, Negro Culture, Negro History, Periodicals, *Resource Materials, Role Playing, *Secondary Grades, *Teaching Guides
The secondary teacher is provided with very specific behavioral objectives for a black history program which may exist separately or be woven into the existing curriculum. The resources for achieving these objectives are listed, and include books, periodicals and films, however, the specific means of utilizing these resources are left to the creativity of the individual teacher. An emphasis is placed on group interaction in the classroom and role-play techniques as methods for achieving true racial tolerance. (JLB)

ED 044 319 SO 000 201
Bloom, Martin
Information Resources and Social Work.
Graduate School of Social Service, Indianapolis, Ind.
Pub Date Mar 70
Note—28p.
EDRS Price MF-$0.25 HC-$1.35
Descriptors—*Bibliographies, *Information Centers, *Information Sources, *Resource Guides, *Social Work
Identifiers—Center for Social Work, Social Science Interchange
As part of a broader effort to increase communication between the social work practitioner and the field of the behavioral sciences, this guide provides a review of the most specialized information resources relevant to wide-ranging interests in the field of social work. The main body of the paper describes primarily institutional resources, with complete information on type of service provided, cost, eligible users, address, etc. Access to 38 additional resources both institutional and published, is provided in an appendix. (JLB)

ED 044 320 SO 000 204
Fraenkel, Jack R.
Teaching Strategies for Value Education in Social Studies: A Theoretical Position.
San Francisco State Coll., Calif.
Pub Date 12 Jan 68
Note—23p.
EDRS Price MF-$0.25 HC-$1.25
Descriptors—Affective Behavior, *Affective Objectives, Behavioral Objectives, Conceptual Schemes, *Educational Strategies, Elementary Grades, Inquiry Training, Instructional Design, *Social Studies, *Teaching Models, *Values
The systematic design of appropriate teaching strategies to bring about desired values is crucially important, and badly needed, in social studies education. Teachers cannot leave the accomplishment of affective objectives to chance or to learning activities planned mainly for cognitive goals. Examples of an affective strategy that develops empathy for and identification with individuals placed in a conflict situation and an affective strategy that promotes sensitivity to the feelings and needs of others are developed for elementary age children. Instructional objectives are stated in each example and a question sequence outlined which enables students to analyze alternatives, predict consequences, identify feelings, empathize with those feelings, and draw conclusions about how people in general would feel in such a situation. (VLW)

ED 044 321 SO 000 243
Nunn, Bobbie B.
Boise Environamental Education Project.
Boise Elementary School, Portland, Ore.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date 17 Sep 70
Note—11p.
EDRS Price MF-$0.25 HC-$0.65
Descriptors—City Improvement, Class Activities, *Community Resources, Elementary Grades, Enrichment Activities, *Environmental Education, *Field Experience Programs, Kindergarten, *Neighborhood Improvement, Projects, *School Community Programs
Identifiers—BEEP, *Boise Environmental Education Project
Rather than learn about the environment vicariously in the abstract setting of the classroom, it is proposed that students become active participants in activities in the community to develop the attitudes and skills necessary for environmental improvement within that setting. The activities of the project include: 1) twenty teachers and ten parents participating in workshop sessions to develop curriculum plans and review the total programs for grades K-8; 2) upper grade students at Boise School (125) participating in the rehabilitation of a substandard house in the local community; 3) all students K-8 and 50 from Jefferson High School spending a minimum of six school days in learning experiences outside the school; and, 4) teachers evaluating changes in teaching strategies in terms of--behavioral objectives, use of community-based activities, and community resources including agencies, businesses, and resource persons. A list of specific suggested activities, the budget, and a partial list of community resources are included in this program description. (SBE)

ED 044 322 24 SO 000 276
Sykes, Gresham M. And Others
Law and Social Science Research, A Collection of Annotated Readings. Volume I.
Denver Univ., Colo. Coll. of Law.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-1236
Pub Date 69
Grant—OEG-4-7-061236-0093
Note—432p.
EDRS Price MF-$1.75 HC-$21.70
Descriptors—Curriculum Development, *Graduate Study, *Instructional Materials, Interdisciplinary Approach, *Law Instruction, Law Schools, Projects, Reading Materials, *Research Methodology, Social Sciences, *Sociology
This collection of readings, comments, and class notes has been prepared for the law student as an introduction to the research methods of sociology. The fundamental argument is, that in the growing use of social science by the law, the lawyer needs to know how the social sciences accumulate their evidence and build their theories. The materials in this collection are designed to cover two yearly quarters, with the first spent on the readings and exercises, and the second devoted to independent research projects by the law students. The sections on law and the social sciences, law and empirical inquiry, the design of research, and the collection of data include books, journal articles, and cases. The last four sections of this collection are in Volume II, SO 000 277. SO 000 275 describes the activities and objectives of the project. (SBE)

ED 044 323 24 SO 000 277
Sykes, Gresham M. And Others
Law and Social Science Research, A Collection of Annotated Readings. Volume II.
Denver Univ., Colo. Coll. of Law.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-1236
Pub Date 69
Grant—OEG-4-7-061236-0093
Note—472p.
EDRS Price MF-$1.75 HC-$22.55
Descriptors—Curriculum Development, *Graduate Study, *Instructional Materials, Interdisciplinary Approach, *Law Instruction, Law Schools, Projects, Reading Materials, *Research Methodology, Social Sciences, *Sociology
A brief description of these materials is given in SO 000 276. This volume contains the last four sections of readings, comments, and class notes on: the problem of sampling, the problem of inference, measures of association, and data analysis. An 11 page bibliography of additional readings in methodology is appended. (SBE)

ED 044 324 SO 000 293
Collins, H. Thomas And Others
Are You Going to Teach About Africa?
African-American Inst., New York, N.Y.
Spons Agency—New York State Education Dept., Albany. Center for International Programs and Cooperative Services.; Office of Education (DHEW), Washington, D.C.
Pub Date Aug 70
Note—92p.
Available from—African-American Institute, 866 United Nations Plaza, New York, New York 10017 ($2.00; quantity discount)
EDRS Price MF-$0.50 HC-$4.70
Descriptors—*African Culture, *African History, Area Studies, Bibliographies, *Curriculum Guides, Elementary Grades, Inservice Teacher Education, *Resource Guides, Secondary Grades, *Teaching Guides
This guide for educators at the elementary and secondary levels contains articles written by people directly concerned with African studies. Charles Billings, in his article, "Africa in the Curriculum," offers a rationale for African studies and puts forward a number of useful suggestions regarding content, approaches and emphases. Commonly held myths about Africa, which provide a good starting place for an African unit, and a critique of recommended secondary school paperbacks and their suggested use, are dealt with in separate articles by Susan Hall. In "African Studies Resources," Harry Stein and Monica Fletcher suggest items representing the range of African materials available for classroom use. Barry Beyer's article provides guidelines and insights for anyone who is responsible for developing in-service activities for teachers of African studies. A chart at the back indicates for each of the independent states of Africa: Capital city, area, population, year of independence, pre-independent status, present State and Government leadership, and how the present government came to power. (JLB)

ED 044 325 SO 000 295
Progress in Economic Education. Volume 2, Number 1.
Joint Council on Economic Education, New York, N.Y.
Pub Date Sep 70
Note—4p.
Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036
EDRS Price MF-$0.25 HC-$0.30

Descriptors—*Economics, *Educational Trends, Elementary Education, Higher Education, *Newsletters, Secondary Education, *Social Sciences, *Social Studies
Identifiers—Joint Council on Economic Education

"Progress in Economic Education" is the newsletter of the Joint Council on Economic Education, which also publishes a semi-annual journal. The Joint Council Network, as of September, 1970, is composed of 49 Affiliated State Councils, 61 Centers at colleges and universities, and 140 Cooperating school districts or individual high schools. Typical newsletter items are: announcements of Council meetings, economic curriculum projects, conferences, publications, and individual Council member activities. Future issues of this newsletter are available only by subscription. (DJB)

ED 044 326 SO 000 297
East, Maurice A.
Political Scientists and Teacher Education: An Inservice Program in International Affairs.
American Political Science Association, Washington, D.C.
Pub Date Sep 70
Note—13p.; Paper presented at the Political Science Education Project Panel, American Political Science Association meeting, Los Angeles, California, September 8, 1970
EDRS Price MF-$0.25 HC-$1.35
Descriptors—College Teachers, Inservice Teacher Education, *Institutes (Training Programs), *International Education, Material Development, *Models, *Political Science, Political Socialization, Professional Associations, *Secondary School Teachers, Teacher Educators
Identifiers—(CTIR), *Center for Teaching International Relations

To introduce the inservice program the author argues in favor of involving discipline-oriented professors and professional associations in the teaching of their discipline in the secondary schools, but also discusses the problems to be avoided in such involvement. The inservice program described is being carried out by the Center for Teaching International Relations (CTIR), an organizational unit of the Graduate School of International Studies, Denver University (DU). (Other CTIR programs are also listed.) The inservice programs take three forms: 1) extended inservice institutes at DU, offering graduate credit, at which participants develop classroom-oriented materials in international affairs; 2) 3-day regional institutes throughout Colorado, Wyoming, and New Mexico, at which participants are introduced to CTIR classroom materials; and, 3) 2 to 3 day national institutes. The short-term institutes use "Rowan and Martin's 'Laugh-In' format" as a planning model. "The objective was to provide the participant with ideas, materials, and even units which were ready for the classroom." (A typical schedule of these is included and described.) Institute staff members were primarily discipline-oriented professors who generally lacked formal secondary teaching experience. (DJB)

ED 044 327 SO 000 298
Framework for the Social Studies, Grades K-12.
Texas Education Agency, Austin.
Pub Date Jan 70
Note—33p.
EDRS Price MF-$0.25 HC-$1.35
Descriptors—Citizenship, Concept Teaching, Critical Thinking, Cross Cultural Training, Curriculum Design, Democratic Values, Elementary Grades, Human Relations Units, Inductive Methods, *Interdisciplinary Approach, International Education, Secondary Grades, *Sequential Programs, *Social Sciences, Social Studies, *State Curriculum Guides
Identifiers—*Texas

This framework is intended to provide guidelines to local schools in planning total programs, and to serve as a basis for future state adoptions of new textbook materials. The purpose of the interdisciplinary program is to provide learning experiences that will lead to the development of self and effective human relationships in a democratic society. The program is planned as a total sequence so that learning is developmental and cumulative. Elements of the program include: curriculum design, instructional resources and physical facilities, and professional growth and development of teachers. The broad theme for the elementary grades is "Man and His World" which is designed to develop cross cultural understandings. As an integral part of the objectives, children learn and apply processes of critical analysis and concept formation, and values that lead to interpersonal skill development and effective citizenship. The secondary program summary includes brief descriptions for: 11 courses in American Studies; 6 courses in World Studies; and advanced Social Science Problems course in the techniques of investigation and inquiry; and, 5 introductory courses in: anthropology, economics, philosophy, psychology, and sociology. Appendices include: State Board of Education policy, and legal provisions. (SBE)

ED 044 328 SO 000 299
Torres, Don, Ed.
Potpourri: A Guide to the New Social Studies.
Massachusetts State Dept. of Education, Boston.
Pub Date Mar 70
Note—35p.
EDRS Price MF-$0.25 HC-$1.35
Descriptors—Behavioral Objectives, *Bibliographies, Directories, Educational Objectives, *Educational Strategies, Educational Trends, Elementary Grades, Evaluation Techniques, Experimental Programs, Information Centers, *Projects, *Resource Guides, Secondary Grades, *Social Studies, Teaching Methods

This resource guide includes bibliographies for the social studies teacher organized around such topics as: definition of the new social studies, instructional objectives, teaching strategies, evaluation; and materials for reference and use in elementary, secondary, and sequential programs. Also provided are directories of projects, information and resource centers, and publishers. (JLB)

ED 044 329 SO 000 304
Bartz, Barbara S.
Designing Maps for Children.
Queen's Univ., Kingston (Ontario).
Pub Date Sep 70
Note—14p.; Paper presented at a Symposium on the Influence of the Map User on Map Design, Queen's University, Kingston, Ontario, Canada, September 8-10 1970
EDRS Price MF-$0.25 HC-$0.80
Descriptors—Concept Formation, Design, *Elementary School Students, Geographic Concepts, *Junior High School Students, *Maps, *Map Skills, Perceptual Development, *Research Reviews (Publications), Topology
Identifiers—*Cartography

In 1964 World Book wanted to be able to say that more than 1,000 maps being made for the encyclopedia were designed to be appropriate and useful for children between the ages of nine and fourteen. However, there was virtually no research on which such a program could be based. This paper briefly reviews research projects in this area started in 1964 by Field Enterprises Educational Corporation and continued through 1967. In summary, this work has provided two major things: 1) it has shown the inadequacy of existing research relating to children and their characteristics as map users, and of the theoretical framework in which the research has been done; and, 2) it has provided an approach to map design that consists essentially of matching an intellectual array of map use tasks to a visual array of graphic elements. (SBE)

ED 044 330 SO 000 305
NICSSE Bulletin. Social Sciences in the Secondary School. Numbers 1 and 2.
Australian Council for Educational Research, Victoria.
Pub Date Jul 70
Note—16p.
Available from—Australian Council for Educational Research, Frederick Street, Hawthorn, Victoria, Australia 3122
EDRS Price MF-$0.25 HC-$0.90
Descriptors—Book Reviews, *Curriculum Development, *Curriculum Research, Educational Trends, *Newsletters, *Secondary Education, *Social Sciences
Identifiers—*Australia

This newsletter is the primary communication channel of the National Information Centre for Social Science Education to Australian schools. The Centre was set up by the Australian Council for Educational Research and is part of the Social Science Curriculum Project. It contains articles on research and development in Australia and overseas relevant to secondary school social science education, book reviews, and available materials. Future issues of this newsletter are available only by subscription. (VLW)

ED 044 331 SO 000 306
Innovative Practices in New England Schools.
New England Educational Assessment Project.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Aug 69
Note—64p.
EDRS Price MF-$0.50 HC-$3.30
Descriptors—Citizenship, Cooperative Programs, Elementary Schools, *Experimental Programs, Extended School Day, *Innovation, *Instructional Design, *Instructional Technology, Intercultural Programs, Learning Laboratories, Open Plan Schools, Planetariums, School Administration, School Community Programs, School Districts, *School Organization, School Services, Science Teaching Centers, Secondary Schools
Identifiers—ESEA Title V, *New England Educational Assessment Project

The New England Educational Assessment Project was designed to conduct assessments of activities which provide resources for decision-making focused upon current state and regional problems in education. Nine innovative practices that may indicate the nature of educational change in the 1970's were selected from the many excellent projects in New England. Each State Department of Education was requested to submit projects for consideration. The criteria for selection by the assessment committees included: evidence of deliberate planning, an awareness of existing programs, utilization of resource people, efficiency, nature of the change, potential impact of the strategies on the recipients, and the probability of adoption. These have been carefully examined by qualified teams. On-site project visitation and intensive group and individual interviews were used to gather data on each project from project directors, administrators, teachers, and pupils in each school visited. Studies by Richard Carlson and Owen Kieman, and Henry Brickell on educational change processes were used as guides. The projects are described and evaluated in this report as a resource for those concerned with innovations in school administration and organization, curriculum, and the use of technology in the classroom. (SBE)

ED 044 332 SO 000 307
Social Studies in New England Secondary Schools.
New England Educational Assessment Project.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 69
Note—60p.
EDRS Price MF-$0.50 HC-$3.10
Descriptors—*Academic Achievement, *Cultural Background, Educational Philosophy, *Interaction Process Analysis, Longitudinal Studies, Secondary School Students, *Secondary School Teachers, Social Studies, Teacher Influence, *Teaching Procedures, Values
Identifiers—ESEA Title V, *New England Educational Assessment Project

The Social Studies Committee of the New England Educational Assessment Project conducted this assessment over a period of two years. The general objectives of this study were: 1) to identify the teaching intentions and cultural orientations of 3,631 secondary social studies teachers and the value orientations of their pupils; 2) to obtain teachers perceptions of the factors in the learning environment thought most likely to affect student outcome; 3) to identify the classroom interaction patterns of selected teachers and determine whether particular patterns of interactions are characteristic of particular teacher intentions or cultural orientations; 4) to measure actual student achievement within the categories or teaching intention identified by inventories developed or selected for the study; and, 5) to attempt to discover what relationships exist between teaching intentions, classroom interaction patterns, and student achievement. The most significant findings were: the dominant educational intentions and cultural orientations of large numbers of teachers may be identified and analyzed; and, that these categories proved to be more strongly related to classroom practices and student achievement than any other factor. These findings have important implications for curricu-

lum development, teacher education, and in-service programs. (SBE)

ED 044 333 SO 000 308
Allen, Patricia R. *Powell, Helen*
Kaleidoscope 3; A Descriptive Collection of Promising Educational Practices.
Massachusetts State Dept. of Education, Boston.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—87p.
Available from—Bureau of Curriculum Innovation, 182 Tremont Street, Boston, Massachusetts 02111
Document Not Available from EDRS.
Descriptors—Curriculum Development, Diffusion, *Directories, Educational Development, *Educational Innovation, Elementary Schools, *Experimental Programs, *Instructional Innovation, Program Descriptions, *Projects, School Districts, Secondary Schools
Identifiers—*Massachusetts
Innovative programs taking place in Massachusetts elementary and secondary schools in the areas of school environment, exceptional children, curriculum areas, and wholesale experimentation, are described in this issue. Project descriptions provide background, objectives, practices, and indications of success, as well as contacts for information and project costs, which in many cases amount to nothing beyond the normal budget. For Kaleidoscope 2, see SO 000 309. (JLB)

ED 044 334 SO 000 309
MacAdam, Phyllis A. *Fuller, Elisabeth*
Kaleidoscope 2; A Descriptive Collection of Promising Educational Practices.
Massachusetts State Dept. of Education, Boston.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—77p.
Available from—Bureau of Curriculum Innovation, 182 Tremont Street, Boston, Massachusetts 02111
Document Not Available from EDRS.
Descriptors—Curriculum Development, Diffusion, *Directories, Educational Development, *Educational Innovation, Elementary Schools, *Experimental Programs, *Instructional Innovation, Program Descriptions, *Projects, School Districts, Secondary Schools
Identifiers—ESEA Title III, *Massachusetts
This issue of Kaleidoscope, which focuses on projects involving innovative educational change funded under ESEA Title III, describes 60 programs in both elementary and secondary schools in Massachusetts. The projects cover a wide range of educational interests including: curriculum development, environmental education, individualized instruction, shared services, reading/learning disabilities, and teacher training. Each project description includes a statement of objectives and content, evaluative comments, professional personnel, amounts of funding, address, and ERIC Document Number. An afterword brings together common elements found in the various projects. See SO 000 308 for Kaleidoscope 3. (SLB)

ED 044 335 SO 000 317
Tomkins, George
The Scandal in Canadian Studies.
Ontario Inst. for Studies in Education, Toronto.
Spons Agency—Trinity Coll. School, Port Hope (Ontario).
Pub Date Jan 69
Note—4p.; Review of "What Culture? What Heritage?" by A.B. Hodgetts, Ontario Institute for Studies in Education, Toronto, Ontario, Canada
Journal Cit—Monday Morning; v2 n9 p23-26 Jan 1969
EDRS Price MF-$0.25 HC-$0.30
Descriptors—Citizenship, *Civics, *Curriculum Evaluation, Educational Objectives, Elementary Schools, *Field Studies, Political Socialization, *Research Reviews (Publications), Secondary Schools, *Social Studies, Teaching Methods
Identifiers—*Canada, National History Project
The author summarizes and comments on the recent large-scale assessment of civic education in Canada, "What Culture? What Heritage?" All aspects of the study (see SO 000 280) are reported and discussed. The only criticism centers on the research methodology, especially the attitude measures which the reviewer believes lack rigor. (DJB)

ED 044 336 SO 000 318
Needham, Christopher, Ed.
The Study of Subject Bibliography with Special Reference to the Social Sciences.
Maryland Univ., College Park. School of Library and Information Services.
Pub Date 70
Note—226p.
Available from—University of Maryland, Student Supply Store, College Park, Maryland 20742 ($5.00)
Document Not Available from EDRS.
Descriptors—*Bibliographies, *Course Descriptions, Education, Geography, *Library Science, *Literature Reviews, Political Science, Psychology, *Social Sciences
The library science course lecture summaries and reading references in the first part are organized around five fundamental areas of bibliographic study of the social sciences: the subject, social organization in the social sciences, communication systems and resources, documentary communication, and bibliographic organization. Part 2 includes student essays on political science, sociology, psychology, education, geography, and student prepared bibliographies, on specific topics in social science. (VW)

ED 044 337 SO 000 332
Marker, Gerald
Social Studies Methods and the Curriculum Projects: A Potentially Disfunctional Misalignment.
National Council for the Social Studies, Washington, D.C.
Pub Date Nov 70
Note—13p.; Paper presented at the Annual Convention, National Council of Social Studies, New York, New York, November, 1970
EDRS Price MF-$0.25 HC-$0.75
Descriptors—Course Content, *Curriculum Development, Instructional Improvement, *Methods Courses, *Preservice Education, *Social Studies, Textbook Content, *Textbook Selection
Most social studies methods course textbooks concentrate on planning, assuming the teacher will operate as his own curriculum developer and packager. Curriculum development projects prepackage materials and often include specific instructions on how to use them. Only a few textbooks and projects incorporate selecting/adapting skill development the teacher can apply to choosing or adapting project materials. If this misalignment continues both methods courses and projects will be disfunctional in their common concern, improving the teaching of the social studies in the schools. (VW)

ED 044 338 SO 000 333
Marker, Gerald
Getting Asia into the Curriculum: Why is it Taking So Long?
Ohio State Univ., Columbus.
Pub Date 13 Oct 70
Note—7p.; Paper presented at the Conference on "Curriculum Change and Asian Studies: The Ohio Plan," The Center for Tomorrow, Ohio State Univ., Columbus, Oct 12-13, 1970
EDRS Price MF-$0.25 HC-$0.45
Descriptors—*Adoption (Ideas), *Curriculum Development, *Diffusion, *Educational Change, *Educational Innovation, Social Studies
The author postulates that insufficient and inefficient diffusion and evaluation rather than lack of research and development are responsible for slow educational change. Breakdown points are discussed. Adoption or change efforts should be based on principles supported by research to maximize diffusion and make early adopters aware of a program or product through their most used sources of information: newsletters, conferences, convention section meetings. Effort also should be made to encourage small trial programs and emphasize the better job being done through the innovation. With a complex unit or course widespread trial of a four-day unit that requires few changes in teacher behavior is most effective. Materials should be devised so that they can be adapted or finished at the local level and a feedback system included. Early adopters should be trained to test the innovation and to install it for others on a trial basis. (VLW)

ED 044 339 SO 000 338
Bridges, Katherine
Bibliography of Northwestern State University Research Papers Relating to Louisiana, 1957-1969.
Northwestern State Coll. of Louisiana, Natchitoches.
Pub Date Jul 70
Note—69p.
EDRS Price MF-$0.50 HC-$3.55
Descriptors—*Area Studies, *Bibliographies, *College Students, *Graduate Students, Research Projects, Student Research
Identifiers—*Louisiana
Three hundred and seventy-seven research papers by graduates and undergraduates are listed in this bibliography, which both teachers and researchers are likely to find useful. All the papers deal with some aspect of Louisiana, but many contain implications and information of quite general application, such as "The Relationship of Socioeconomic Status and Musical Ability" (No. 231) and "A Study of the Use of Sociograms to Help the Unaccepted Child" (No.27). Many items of Louisiana history are included, as well as studies done in particular school systems in Louisiana and various papers on Louisiana geography, demography, etc. Undergraduate papers are included only if they present findings that are otherwise unavailable. The items are listed by item number, and include author, title of paper, and year. An index gives access by author, title, subject, and course number. A microfilm copy of each paper is retained by item number at the Russell Library, Northwestern State University. (JLB)

ED 044 340 SO 000 340
Seifman, Eli
The History Education Project.
State Univ. of New York, Stony Brook.
Spons Agency—American Historical Association, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—8p.
EDRS Price MF-$0.25 HC-$0.50
Descriptors—College Teachers, *Curriculum Development, *Curriculum Research, Educational Development, Elementary School Teachers, Graduate Students, *History Instruction, Inservice Teacher Education, Preservice Education, *Projects, Secondary School Teachers, *Teacher Education
Identifiers—*History Education Project
In addition to briefly intoducing the History Education Project (HEP) sponsored by the American Historical Association and Indiana University, and funded by USOE, this report announces the establishment (Spring, 1970) of a regional HEP team at Stony Brook, describes its tentative plan of operation, and solicits assistance from the community. The assistance needed by the team is in generating the "dialogue and interaction" between historians, professional educationists in the universities, and school personnel at all levels. This is the planned first step of all HEP regional teams which are generally composed of university historians, college education specialists, public and private school personnel, and graduate students in history. The Stony Brook team will be concentrating on inservice and preservice education, curriculum development, and basic research. Those wishing to participate are urged to contact the author, Associate Director, Stony Brook HEP, SUNY, Stony Brook, New York 11790. (DJB)

ED 044 341 SO 000 350
Sandberg, Richard P.
How Slavery Came and How It Developed in the British Mainland Colonies and in the West Indies.
Smith Coll., Northampton, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Research and Development.
Pub Date 8 Aug 69
Note—19p.; Developed at the EPDA History Institute "The Black Experience. A Comparative Study: The United States and Latin America," Smith College, June 23-August 8, 1969
EDRS Price MF-$0.25 HC-$1.05
Descriptors—African History, *American History, Colonial History (United States), Cross Cultural Studies, *Curriculum Guides, Latin American Culture, *Negro History, Racial Attitudes,

Racial Discrimination, Resource Materials, *Secondary Grades, *Slavery, Social Studies Units, Socioeconomic Influences

The story of slavery is told beginning with its earliest roots in ancient Greece, Rome, Egypt, Ethiopa, and western Africa. The slave trade in the British colonies is contrasted with that of Latin America, but it is concluded that, for the slave, destination mattered little in his destiny. (The author notes that this edition is in first draft stage and has not undergone classroom trial.) Several general objectives and a bibliography are also included. (DJB)

ED 044 342 SO 000 351

Forgione, Pascal D. And Others

Race and Reason: A Comparison of Racial Attitudes in the United States and Brazil.

Smith Coll., Northampton, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 8 Aug 69

Note—58p.; Developed at the EPDA History Institute "The Black Experience, A Comparative Study: The United States and Latin America," Smith Coll., June 23-August 9, 1969

EDRS Price MF-$0.50 HC-$3.00

Descriptors—African American Studies, African History, Curriculum Guides, Instructional Materials, *Negro History, *Racial Attitudes, Racial Discrimination, Racism, Secondary Grades, *Slavery, Social Studies Units, *Teaching Guides, *United States History

Identifiers—*Brazil

This teacher's guide for use at the secondary level, although it has not yet undergone classroom trial, is recommended for inclusion in U.S. History, World History, Modern European History, or as a unit in Problems of Democracy. The primary objective of the unit is to demonstrate that the key to understanding present racial attitudes in Brazil and the United States lies in their peculiar slave institutions, and in doing so to expose the genesis of racism in this country. The arrangement of the material is predominantly chronological, although certain non-chronological juxtapositions are made in order to give historical perspective to the development of racial attitudes and to demonstrate that racism has in turn affected out view of Africa. Sample topics include: How Racism Became Part of Western European Tradition; Myths of Africa; Comparison of Some Institutions of Western Europe and Western Africa; Atlantic Slave Trade; and Comparison of Brazilian and U.S. Slavery Institutions. Subject sections, some of which may be xeroxed for student use, contain suggestions for parallel and supplemental activities, as well as recommended reading. A selected, annotated bibliography appears at the end of the unit. Related documents are: SO 000 353 and SO 000 354. (JLB)

ED 044 343 SO 000 353

Jones, Robert I.

Totalitarian Tendencies - Racial Polarization, 1912-1940.

Smith Coll., Northampton, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date Aug 69

Note—28p.; Developed at the EPDA Institute "The Black Experience. A Comparative Study: The United States and Latin America," Smith College, June 23-August 8, 1969

EDRS Price MF-$0.25 HC-$1.50

Descriptors—*Curriculum Guides, *Negro History, Organizations (Groups), Racial Attitudes, Racial Discrimination, *Racism, *Secondary Grades, Social Studies Units, Teaching Guides, *United States History

The purpose of this curricular unit intended for use at the secondary level is to provide an explanation for racial polarization by reviewing some of the violent developments in 20th century America as they affected Blacks. Main points and concepts are outlined for the teacher, beginning with a consideration of the hopes of Blacks during the elction of Woodrow Wilson, then moving to a discussion of the consequences for Blacks of World War I and their postwar fight for a reaffirmation of their own dignity here in America. An analysis of the financed hate organizations of the 1930's begins with a study of the Ku Klux Klan phenomenon, and its relationship to American institutions. Consideration is given to the Communist Party's attempt and eventual failure to formulate a policy for the Blacks. Selected readings are detailed at the end of each topical section, and discussion/essay questions are appended covering the entire unit. See SO 000 351 and SO 000 354 for related documents. (JLB)

ED 044 344 SO 000 354

Barnes, Harry W.

Voices of Protest: W.E.B. DuBois and Booker T. Washington.

Smith Coll., Northampton, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date Aug 69

Note—20p.; Developed at the EPDA History Institute "The Black Experience. A Comparative Study: The United States and Latin America," Smith College, June 23-August 8, 1969

EDRS Price MF-$0.25 HC-$1.10

Descriptors—Bibliographies, *Curriculum Guides, Instructional Materials, *Negro History, *Negro Leadership, Racial Discrimination, *Secondary Grades, Social Studies Units, Teaching Guides, *United States History

Identifiers—DuBois (WEB), *Industrial Revolution, Washington (Booker T)

The material in this curriculum guide for the high school level is intended as the conclusion of "Voices of Protest," a unit which studies the Industrial Revolution in the United States through the eyes of the contemporary protest groups such as farmers, laborers, Muckrakers, etc., but notably omits the American Negro. This last segment of the unit attempts to rectify this omission by a study of Booker T. Washington and W.E.B. DuBois, and by suggesting supplementary materials for the preceding sections. Specific objectives of this segment are to: 1) introduce ranking Negro leaders in the late 19th and early 20th century protest movements, 2) increase awareness of racial discrimination, 3) develop habits of critical thinking and inquiry, 4) contrast methods of the two men in seeking solutions to Negro problems, and 5) evaluate the men as leaders. Major concepts and points are outlined, with suggested readings for each, and general questions covering the unit appear at the end. SO 000 351 and SO 000 353 are related. (JLB)

ED 044 345 SO 000 357

Research and Publications in New York State History 1969-70.

State Univ. of New York, Albany. State Educational Dept.

Pub Date 70

Note—31p.

EDRS Price MF-$0.25 HC-$1.65

Descriptors—*Area Studies, *Bibliographies, Books, Doctoral Theses, Masters Theses, Periodicals, *Publications, *Research Projects, *Resource Guides

Identifiers—*New York

Listed in this annual bibliography are research in progress and published research from May 1, 1969 through April 30, 1970. Research in progress listings will not be repeated in subsequent editions until published. The following categories and numbers of items appear in this edition: Architecture and Art --21; Biography --33; Cities and Towns (except New York City) --39; Counties (except in New York City) --7; New York City --34; Economic Life --25; Education --10; Government and Politics --23; Military Affairs --25; Religion and Churches --7; Indians --17; Statewide and Miscellaneous Studies --64. A directory of publishers of journals cited is also included. (DJB)

ED 044 346 SO 000 358

The Government Story. A Series of Forty Television Programs About the American System of Government.

State Univ. of New York, Albany. State Educational Dept.; Westinghouse Broadcasting Corp., New York, N.Y.

Pub Date 69

Note—75p.

EDRS Price MF-$0.50 HC-$3.85

Descriptors—*Adult Education Programs, *American Government (Course), Concept Teaching, *Independent Study, Individualized Programs, Inductive Methods, *Study Guides, *Telecourses

The guide was designed so that the program series could be effectively used as an instructional device for self or individualized study. The series was produced as a public service and planned for adult viewing as enrichment to the basic information about the United States Government. The objectives of the guide for each program are: 1) to identify the generalizations that will be made in the program; 2) to list the models or key concepts from which generalizations can be made; 3) to make statements which enhance or reinforce the generalizations; and, 4) to introduce questions to guide the viewer's attention to the major points in the program as well as to assist the student in the development of concepts which are related to the content of the program. References for further study are included, but the student is encouraged to select additional information sources such as: newspapers, journals, the Congressional Record, and radio and television news reports. (SBE)

ED 044 347 SO 000 361

Kraft, Richard J.

The Education "Industry" in Africa.

Colorado Univ., Boulder. School of Education.

Pub Date [70]

Note—23p.

EDRS Price MF-$0.25 HC-$1.25

Descriptors—Comparative Education, *Developing Nations, Economic Factors, Educational Change, *Educational Development, *Educational Economics, *Educational Needs, Educational Objectives, Educational Opportunities, Social Factors, *Socioeconomic Influences

Identifiers—*Africa

Education, according to various established criteria, can be classified as an industry, and in many African nations, it is the largest industry. Yet, when judged by standard measures of industrial success, such as whether the economic outcomes justify the amount spent, the answer is generally no. The thesis that most African nations are attempting to educate too many students too fast at too high a cost can be supported by a consideration of the economic, political and social consequences of these actions. For example, the location of schools in highly developed areas, which is dictated by the lack of transportation facilities, results in an increased educational gap between urban and rural population; large financial deficits have accrued in attempting to meet the projected educational expansion; African cities are flooded with unemployed primary and secondary graduates. Measures which may be politically unpopular will have to be implemented to make education in Africa a productive enterprise, such as tailoring the curriculum to the needs of an agricultural nation; consider shifting financial allotments from education to industry in order to provide jobs; limiting educational opportunity. (A bibliography, topical maps and tables of educational statistics are attached.) (JLB)

ED 044 348 SO 000 362

Shaver, James P. Oliver, Donald W.

The Structure of the Social Sciences and Citizenship Education.

Utah Academy of Sciences, Arts, and Letters, Salt Lake City.

Pub Date 29 Oct 65

Note—15p.

EDRS Price MF-$0.25 HC-$0.85

Descriptors—*Citizenship, *Curriculum Development, Decision Making Skills, *Fundamental Concepts, General Education, Interdisciplinary Approach, Relevance (Education), Social Problems, *Social Sciences, *Social Studies, Values

Identifiers—*Structure of Knowledge

Can a structure be created that provides a broader and more valid base for the general education curriculum in the social studies than would the structure of social science disciplines? One alternative would be to focus on the making of decisions about public issues as the crucial element of citizenship behavior in a democracy. Using the common threefold defintion, the structure would involve: 1) subject or field --making and affecting policy decisions in this society; 2) substantive concepts --those useful in describing and understanding the issues and the context in which decisions about them must be made; and, 3) syntactical or methodological concepts --those useful in arriving at rationally justified policy decisions. The social sciences have much to contribute to understanding crucial issues, but so do ethics, logic, and the humanities. In addition, some research evidence suggests that concepts

will be better retained and more readily transferred to the non-classroom public controversy setting if the relevance of the concepts to handling an array of issues important to the society and to the student is made clear. It is clear that a citizenship education curriculum must be based on more than the structure of the social sciences, and must be developed at a level above that of the individual course. (Author/SBE)

ED 044 349 SO 000 373

Off the African Shelf: An Annotated Bibliography on Society and Education.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date 70

Note—39p.

EDRS Price MF-$0.25 HC-$2.05

Descriptors—African American Studies, *African Culture, *African History, *Annotated Bibliographies, Comparative Education, *Curriculum Guides, Instructional Materials, Interdisciplinary Approach, Multimedia Instruction, Non Western Civilization, Resource Guides, *Teaching Guides

Identifiers—*Africa

Teachers and curriculum supervisors involved in planning and implementing an effective unit or course on African studies at various levels should find this annotated bibliography a useful resource. A large proportion of the 39 items, drawn from RIE and CIJE focus on teaching guides and curriculum materials. Also represented are bibliographies, resource guides, and reports dealing with the institution of education in Africa, the purpose and general structure of African studies in the curriculum, and information about Africa. The teaching and curriculum materials emphasize a learner-centered, multidisciplinary approach, and together provide an in-depth coverage of contemporary African society and culture, its importance in international relations, and its historic development. (JLB)

SP

ED 044 350 SP 004 268

Oaklander, Harold

Some Unanticipated Effects of Advanced Education on a Critical Professional Manpower Resource, the Inservice Teacher.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 69

Note—252p.

EDRS Price MF-$1.00 HC Not Available from EDRS.

Descriptors—*Career Change, Data Analysis, Effective Teaching, Graduate Study, *Higher Education, Job Satisfaction, Objectives, Personal Values, *Professional Education, *Teacher Education, *Teacher Qualifications

This study is an analysis of the educational attainment of teachers, based on the hypothesis that educational preparation beyond the necessary level is beneficial to the teacher, the school student, and the educational administration alike. The questions considered are 1) What changes in teacher aspirations and values are brought about by advanced education? and 2) To what extent does advanced education facilitate the achievement of socially and professionally rewarding objectives? Chapter 2 sets out the methods used in the study, and Chapter 3 introduces the data on which it is based. Chapters 4 - 8 explore data collected by the Institute of Administrative Research, Teachers College, Columbia University. Chapter 9 deals with the 1962 postcensal survey of professional and technical manpower, to amplify the findings of the present study, and Chapter 10 summarizes the findings from both sets of data. Chapter 11 reviews the implications of the study and provides two broad conclusions: 1) Graduate educational requirements may work in some ways to reduce the effectiveness of the teaching force; and 2) More education does not automatically "lock in" a teacher either to a school system or to the teaching profession. The results cannot be interpreted as proving either that career change is detrimental or that increased career change is caused by additional education. (MBM)

ED 044 351 SP 004 272

Bickimer, David A. Stone, James C.

Protocols: A Continuum of Training and Re-training Formats.

Pub Date 70

Note—17p.

EDRS Price MF-$0.25 HC-$0.95

Descriptors—*Audiovisual Instruction, *Protocol Materials, *Teacher Education, *Training Techniques

A continuum of "Protocols" has been derived. By way of definition three elements of what might be called an "instructional performance library" are 1) a collection of "protocol materials" (audiovisual renderings of behavior that is engaged in by instructional personnel); 2) a catalog of "protocols" (ways to use the materials); and 3) a communications network which allows the library to grow and be self-sustaining. Since the protocols considered here use protocol materials, the continuum is best viewed as one of audiovisual protocols. It is helpful to envision the total teacher training process as a macrocosm in which are embedded specific protocols or ways of going about training instructional personnel. The simple continuum of protocols here suggested ranges from the relatively unstructured to the highly structured: the illustrated lecture, large group, small group, brainstorming, buzz groups, standard supervisor-teacher relationship, collegial supervision, peer teaching, role playing, microteaching, mini-teaching, and model-making. This continuum is not completed or all-inclusive. The "structure" dimension is a complex one involving the amount, quality, and intensity of structure. The continuum also points up that structure carries comcomitant ramifications for administration, cost, and technical support systems. (Included is brief description of each of the 12 protocols and their use of protocol materials.) (JS)

ED 044 352 SP 004 274

Gallagher, James J.

Conference on Issues Relating to a National Institute of Education. Summary and Related Proposed Legislation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 4 May 70

Note—37p.

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—*Administrative Agencies, Administrative Organization, *Agency Role, Educational Development, Educational Legislation, *Educational Research, *Federal Government, Federal Legislation, National Programs, *Planning, Program Planning

Identifiers—*National Institute of Education

This paper summarizes the thoughts and suggestions of the 28 scholars and research persons convened to consider the problems in beginning the plans for a National Institute of Education as presented in President Nixon's White House Message in March 1970, and proposed in subsequent legislation to the Congress. (The summary is based on notes of Dr. David Krathwohl and Dr. Launor Carter who were group leaders; conference members met both as a whole and in small group sessions.) Major headings under which ideas are presented are 1) the need for a National Institute of Education (NIE) of the type proposed--to conduct and support research, encourage innovation, and disseminate significant findings throughout the nation; 2) considerations regarding the missions of the Institute; 3) need for planning the Institute; 4) the implementation of NIE; 5) NIE program emphasis and functions; 6) NIE internal organization; 7) additional issues. It is concluded that the discussions raised more questions than they answered, but that the overall tone was hopeful that, given the needed resources of personnel, facilities, and hard cash, the Institute could become a key component in the educational research efforts of the seventies. Included are a list of conference participants and both bills proposing establishment of the Institute--91st Congress, 2nd Session, S. 3797 and H.R. 16262. [Not available in hardcopy due to marginal legibility of original document.] (JS)

ED 044 353 SP 004 287

Briggs, Barbara C.

Elementary Education Graduate Follow-Up Study 1959-1969.

Louisville Univ., Ky.

Pub Date Jul 70

Note—69p.

EDRS Price MF-$0.50 HC-$3.55

Descriptors—*College Graduates, *Elementary Education, Followup Studies, Graduate Surveys, *Program Evaluation, *Questionnaires, *Statistical Surveys

The purpose of this study was to gather information from graduates in elementary education of the past ten years and to evaluate statistically the significance of this information. The limited number of followup studies in the area were reviewed as a first step, after which a four-page questionnaire was sent to as many of the 699 graduates from the period 1959 to 1969 as could be found. In analyzing the data, chi square analyses were used to determine if there were significant differences among observed and expected frequencies in the graduates' evaluation of their courses; simple frequencies were used for the remainder of the data. The findings showed no significant differences among observed and expected frequencies between the specified year divisions in 13 of the 116 topics. Other indications were that there is a definite trend toward continuing education after graduating; that 68 percent of the respondents still live in Kentucky; and that 71 percent continue to teach. The author feels that it is significant that approximately 56 percent of those responding to the relevant question did not suggest any courses that should or could be eliminated from the program. An appendix contains the questionnaire and covering letter; followup postcard, and the code used in preparing punch cards. (MBM)

ED 044 354 24 SP 004 289

A Comprehensive Program for the Training of Elementary School Teachers at Shaw University. Final Report, Part I.

Shaw Univ., Raleigh, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-8036

Pub Date Jun 70

Grant—OEG-0-9-438036-4320

Note—118p.

EDRS Price MF-$0.50 HC-$6.00

Descriptors—*Curriculum Development, *Educational Needs, Elementary School Teachers, Masters Degrees, *Objectives, *Preservice Education, *Teacher Education Curriculum, Teaching Skills

Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

This report contains a description of the current elementary teacher education program at Shaw University; a brief summary of each of the nine U.S. Office of Education models for elementary teacher education programs; review and synthesis of concepts in the three models (Florida State, Georgia, and Massachusetts) most applicable in redeveloping the Shaw program; description of proposed changes in the undergraduate program; and description of a proposed fifth year master's program in elementary education. Conclusions and recommendations deal with 1) use of behavioral goals and student participation in planning; 2) applicant screening and guidance service geared to self-adjustment; 3) individualized instruction; 4) focus on specific learning competencies: evaluation of learning goals, a knowledge of pupil achievement levels, understanding of the learner's characteristics, long- and short-range planning techniques, and self-development techniques; 5) a clinical program that is developmental in nature; 6) use of some aspects of consortium-type planning; 7) a 5-year program with six professional components; methods and curriculum, child development, teaching theory and practice, professional sensitivity training, social and cultural foundations, and self-directed components; and 8) a conceptual type of program structure which would include controlling knowledge, actualizing the self, shaping the school, making and executing teaching strategies, and creating an interpersonal climate. (JS)

ED 044 355 SP 004 311
Summer Institute in Chemistry for Secondary School Teachers (January 1, 1969-June 30, 1970).
Saint Anselms Coll., Manchester, N.H.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—21p.
EDRS Price MF-$0.25 HC-$1.15
Descriptors—*Chemistry, Chemistry Teachers, Field Trips, *Institutes (Training Programs), Science Institutes, Secondary School Teachers

An 8-week summer institute for 32 secondary school teachers from New Hampshire and nearby states was designed to show them the activities of chemists in research and in manufacturing. Intentions were to improve their teaching skills by showing them how the chemistry that they are teaching is used in practice, thus enabling them to improve their teaching effectiveness and their competence in guidance. The program was centered on weekly trips to research laboratories and manufacturing plants. Lecture and laboratory work on the campus were directly related to the trips. The activities of chemists were further exemplified by guest lecturers, work with modern laboratory instruments, and an introduction to computers. At the end of a year of teaching, following the institute, the participants were unanimously enthusiastic about the impact of the program on their teaching. (The report focuses on changes which would be made if the institute were run again. Publicity materials and lists of visiting lectures, tours, and consultants are included.) (Author/JS)

ED 044 356 SP 004 312
Young, David B.
Teacher Education Centers Make a Difference.
Pub Date Mar 70
Note—14p.; Paper presented at annual meeting, AERA, 1970
EDRS Price MF-$0.25 HC-$0.80
Descriptors—*College School Cooperation, *Student Teachers, *Student Teaching, Teacher Attitudes, Teacher Behavior

A study was conducted to determine differences in performance and attitudes between center and non-center student teachers. Those in the Teacher Education Center [University of Maryland], a cooperatively developed and administered program, were assigned not to one supervising teacher but to the center staff or a department. The study included comparative data from various center and non-center groups in several different semesters on 1) verbal interaction (Flanders System and Aschner-Gallagher thought process classification), 2) Ryan's Teacher Characteristic Scale, 3) selected categories of Medley-Mitzel OScAR, 4) self-reported teaching activities, 5) pilot secondary mathematics program, and 6) attitudes and self-perception (Child Attitude Scale, Teacher Characteristics Scale, Rokeach Dogmatism Scale, and Edwards Personal Preference Schedule). More center teachers had experience with selected media, team teaching, programed learning, and had more frequent supervisory conferences. They lecture less, have students participate more, show a higher indirect-direct ratio for overall teaching, and ask students to elaborate more frequently. They also show greater verbal understanding, stimulating and imaginative teacher behavior, emotional adjustment, and favorable attitude toward democratic pupil practices. Non-center teachers engaged in more convergent and less divergent and evaluative thinking. In the attitude studies non-center students show more significant changes on more scores. (JS)

ED 044 357 SP 004 314
The Training of Educational Personnel for Creative Teaching. EPDA Institute. (July 1970-June 1971).
Chapel Hill City Board of Education, N.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date 70
Note—83p.
EDRS Price MF-$0.50 HC-$4.25
Descriptors—Elementary School Teachers, *Individualized Instruction, *Inservice Teacher Education, Secondary School Teachers

To meet the needs of a totally integrated system in which students achieve at drastically different levels, Chapel Hill City Schools developed a 3-year plan to improve the ability of teachers to develop individualized instructional materials. In the first year of the program (1969-70) a teacher education staff was organized and employed to carry out a comprehensive pre- and inservice teacher education program. Strategies consisted of 1) a system-wide, 2-week summer workshop on individualized instruction (65 percent of the 250 teachers participating); 2) released time for teachers to develop materials for individualized instruction approximately 14 half days for each elementary teacher, less for secondary; 3) mid-year evaluation survey which resulted in changes of strategy for the second level and in a series of 4-day, grade level, systems-wide workshops for elementary teachers for more assistance in individualized reading instruction; 4) concentration on model programs at the secondary level: tutorial reading clinic utilizing community volunteers, and independent study and small-group work plans; 5) workshops to instruct teachers in the techniques of creative dramatics. In one year the project was able to noticeably alter the educational philosophy of the system and to make teachers more aware of individual needs. Teachers are now using more diversified media and techniques to make instruction more appropriate. (JS)

ED 044 358 SP 004 315
Carlson, Ralph M. And Others
A Report of the Experienced Teacher Fellowship Program on the Effects of Reinforcement on Regular Classroom Academic Performance.
Oregon Univ., Eugene.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Report No—Monograph-1
Pub Date Jun 70
Grant—OEG-0-9-470117-3664(721)
Note—100p.; Experienced Teacher Fellowship Program in Learning and Behavior Problems
EDRS Price MF-$0.50 HC-$5.10
Descriptors—*Academic Performance, Grade 3, Intelligence, Reading Speed, *Reinforcement
Identifiers—Stanford Binet Intelligence Test Form L M

A study was designed to investigate the effects of a token reinforcement system on the academic performance of a regular third grade classroom (N=22). Two performance tasks were used: oral reading from standard classroom materials and a unique task (a series of sound-symbol associations) designed to study acquisition and retention. The experimental design used subjects as their own controls on repeated measures across the three conditions (three 2-week phases) of baseline reinforcement, and return-to-baseline. Statistical and descriptive analyses were conducted on the data (oral reading rates for both tasks across the three experimental conditions). Results were consistent with those found in previous studies using reinforcement procedures in that performance was significantly increased ($p<.05$) on both tasks under the reinforcing condition. The return to baseline condition produced differential effects as a function of tasks; these results were considered to be an effect of the difference in reinforcement available in the extra-experimental environment of the two tasks. There were no differences found in retention across the conditions after retention scores were corrected for acquisition. When results were examined as a function of IQ and baseline performance changes ($p<.01$) across conditions. (Implications for classroom instruction and further research are suggested. A 70-item bibliography is included.) (Author/JS)

ED 044 359 SP 004 316
Gallagher, James J.
A Model for Studying Teacher Instructional Strategies.
Pub Date 66
Note—34p.
EDRS Price MF-$0.25 HC-$1.80
Descriptors—Academic Performance, Classroom Communication, *Classroom Observation Techniques, Discussion (Teaching Technique), Models, Secondary School Teachers, *Student Teacher Relationship, *Teaching Styles, *Thought Processes, Verbal Communication
Identifiers—*Topic Classification System

The present Topic Classification System (TCS) developed out of a 7-year period of research and supplements an earlier system (Aschner, Gallagher, 1965). The purpose of the system is to indicate 1) level of conceptualization (data, concept, or generalization); 2) the style of thinking (activity, description, explanation, evaluation-justification, evaluation-matching, or expansion); and 3) the emphasis of the instructor on skill or content in classroom discussion. A study was conducted to use the TSC to compare teacher instructional strategy when variables of subject matter, teacher background, student ability, and concept to be taught are held constant. Subjects were six biology teachers and their high ability students using the Biological Science Curriculum Study (BSCS). Discussion sessions of each class were recorded for three consecutive days while the teacher was introducing the subject of photosynthesis. Each script was divided and classified by two staff members independently. Significant differences were found between teachers in goals and levels dimensions but not in style. Teachers talked most, but with substantial differences between teachers in terms of amount of student talk allowed. Those students showing greatest degree of verbal expression (more boys than girls) also showed greater proficiency according to grades and tests. The TCS was a useful analytic system for describing teacher-student interaction and comparison of various instructional patterns. (Implications for research and teacher training are discussed.) (JS)

ED 044 360 SP 004 317
Roaden, Arliss L.
An Analysis of Formal Programs for the Training of Educational Research, Development, and Dissemination Personnel.
Pub Date 69
Note—23p.; Paper presented at annual meeting AERA, 1969
EDRS Price MF-$0.25 HC-$1.25
Descriptors—Curriculum, Doctoral Programs, Educational Development, Educational Research, *Educational Researchers, Federal Programs, *Professional Education, *Research Reviews (Publications), Universities
Identifiers—Elementary and Secondary Education Act, ESEA, ESEA Title IV

This research review synthesizes the findings of eight studies (1965-1969) of educational research, development, and dissemination (RD&D) training programs. The review has five sections: 1) purposes and components of RD&D training programs; 2) curriculums of programs other than doctoral level, i.e., post-doctoral programs, sub-doctoral graduate programs, undergraduate research training programs, short-term institutes and special training project, and program development grants; 3) institutional settings for RD&D training, including lists of top research and researcher producing institutions; 4) effects of present training programs, and 5) prognosis for effectiveness of future training programs. Section 4 concludes that the curtailment of Elementary and Secondary Education Act (ESEA) Title IV programs will render them ineffective in meeting manpower needs; that the graduate training programs hold the most promise for increasing research manpower but lack the necessary planning for making significant inroads on basic research needs and needs for new D&D roles; that little impact has been felt in changing curriculums or objectives of training programs since most of them replicate or are superimposed on existing training programs; and that graduate awards were made to institutions already in the RD&D training business. Section 5 lists eight specific suggestions for modification of plans for the future. (JS)

ED 044 361 SP 004 318
A Feasibility Study of Four-Year Elementary Teacher Training at Branch Campuses in Ohio: Report of the Ad Hoc Task Force on Off-Campus Teacher Education.
Ohio State Univ., Columbus. Coll. of Education.
Spons Agency—Ohio Board of Regents, Columbus.
Pub Date Jun 70
Note—85p.
EDRS Price MF-$0.50 HC-$4.35
Descriptors—Elementary School Teachers, Estimated Costs, *Feasibility Studies, *Preservice Education, Program Improvement, Teacher Supply and Demand, *University Extension

In considering the feasibility of installing junior and senior year elementary education teacher

training programs in branch campuses in Ohio, the study group explored teacher demand and supply (1970-80) and implications for program quality, cost, and other factors. Conclusions were: 1) Ohio is likely to have an oversupply of "regular" elementary teachers in the next decade. 2) The introduction of upper division programs should thus be undertaken only to improve the quality of teacher preparation and to establish a better statewide distribution of opportunity for it. 3) The quality of training can probably be improved through development of such branch programs because they would permit greater student-faculty contact and greater program individualization, encourage creative and innovative training designs, generate extensive field experience components, and provide for preparation of specialist elementary teachers (on main campuses whose enrollment of "regular" trainees could be reduced). 4) Necessary components for a branch program would include 125 full-time-equivalent upper division students, a four-to five-member professional staff, and appropriate library, classroom and field experience facilities. The order of priority recommended for branches satisfying these criteria is Stark, Ashtabula, Firelands, Cleveland, Cincinnati, Mansfield, Lima, Chillicothe, and Zanesville. Each third and fourth year program is expected to increase public operating expenses by at least $123,000 per year. (JS)

ED 044 362 SP 004 320
General Learning Corporation and Teacher Education 1970. A Report to Superintendents.
General Learning Corp., Washington, D.C.
Pub Date 70
Note—12p.
EDRS Price MF-$0.25 HC-$0.70
Descriptors—*Instructional Materials, *Teacher Education
Identifiers—General Learning Corporation

This booklet briefly describes ten recent General Learning Corporation (GLC) projects designated as a cross-section which reflects concern with and work toward better teacher instructional development. Addresses for further information are included with each sketch: 1) teachers' guides and consultant aid for use with GLC textbooks; 2) elementary mathmetics films—12 for teacher training and 30 for use in grades 4-7; 3) a laboratory-centered, self-pacing curriculum program for junior high science; 4) training of 39 Peace Corps volunteers as English, mathematics, and vocational education teachers in Ethopia; 5) training of 200 area residents as community reading assistants to help motivate children by providing personalized reading experience both in the school setting and at home; 6) development of the "Teacher Effectiveness Program" to train Job Corps teachers; 7) publication of "The New Nursery School," a book with six accompanying pamphlets for planning and implementing classroom activities to achieve a variety of objectives; 8) the "Teacher Skills" package, a multi-media program of 34 sound/color films and ten instructional manuals for preservice or inservice improvement of teacher technical skills; 9) An Instructional Development Experience (AIDE), a workshop for school administrators to demonstrate alternative modes of inservice teacher training; and 10) "ID (Instructional Development)," a monthly newsletter for school administrators. (JS)

ED 044 363 SP 004 321
Haberman, Martin
Teacher Education Is Field Services.
Association for Field Services in Teacher Education.
Pub Date May 69
Note—16p.; Speech given at 44th Annual Meeting, The Association for Field Services in Teacher Education
EDRS Price MF-$0.25 HC-$0.90
Descriptors—Behavioral Objectives, *Equivalency Tests, *Field Experience Programs, Public Schools, *Teacher Education, Teacher Role, Universities

Extension and field services divisions of universities and new outside agencies will have to be utilized in a new approach to teacher education. Colleges and graduate schools cannot remain the dominating force. Because of the age and needs of undergraduates and the background of college professors, colleges neither help practicing teachers nor prepare undergraduates to enter teaching and to be effective in situations where they are needed. Public schools cannot control teacher preparation either; they can only condition people to cope. Only a new kind of institution, e.g., the cooperative center, can include the necessary components of a sound program: a sequence of field experiences beginning with actual tutoring, then assisting, interning, and finally observing; clinical personnel who actually perform as well as verbalize what they do as teacher educators; preparation of people in cross roles, learning role relationships and expectations during preparation; coordination between industry, schools, professional associations, community agencies, and state departments in a redistribution of power which breaks the axis between colleges and state departments; career-long affiliation between teachers and universities with education of teachers in groups; "selection" process based on first-year performance; preparation of teachers for various teaching functions; and a flexible behavioral approach as opposed to "courses." Students, unions, and community will all gain more control. (JS)

ED 044 364 SP 004 322
Verduin, John R., Jr. Heinz, Charles R.
Pre-Student Teaching Laboratory Experiences.
Pub Date 70
Note—134p.
Available from—Kendall-Hunt Publishing Co., Dubuque, Iowa ($4.75; in quantity, $3.80)
EDRS Price MF-$0.75 HC-$6.80
Descriptors—Evaluation Criteria, Evaluation Techniques, *Field Experience Programs, *Guidelines, Instruction, Models, *Practicums, Teacher Behavior, *Teacher Education, *Teacher Evaluation, Teaching Skills

This book (paperback), developed for preservice teachers in pre-student teaching laboratory experiences at Southern Illinois University, is intended also for wider use. The first half (text section) has three parts. Part 1 includes rationale for educational laboratory experiences and discussion of student, administrator, and classroom teacher roles. Part 2 deals with methods, models, and techniques. Its main chapter advances an instructional model of seven main components: social system, entering behavior assessment, specification of behavioral objectives, learning unit and procedures, presenting learning units, student performance, and feedback and assessment. Other chapters offer suggestions for ways trainees may use the models for data collection and information gathering and discuss guidelines for critical assessment of teaching behavior. The five chapters in Part 3 describe types of experiences for moving trainees into direct contact with teaching-learning situations: September Experience, Teacher Aide Experience, Elementary Block Program, Secondary Laboratory Experiences. The second half (appendixes—perforated for easy removal) contains guides for assessing and practicing appropriate teaching behavior. Included are observation guides, checklists, and evaluation forms for each type of laboratory experience and for instructional analysis and planning, e.g., interaction analysis tally sheet and matrixes, lesson plan outlines, Laboratory Experience Rating Scale. (JS)

ED 044 365 SP 004 323
Report of the NEA Task Force on Paraprofessionals.
National Education Association, Washington, D.C.
Pub Date 70
Note—18p.; Prepared for presentation to the 1970 Representative Assembly of the NEA
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—*Needs, *Paraprofessional School Personnel, *Teacher Associations, Teacher Role
Identifiers—*National Education Association, NEA

This booklet summarizes the findings of the task force which met for two 2-day meetings in January and March 1970 to review ongoing programs concerned with paraprofessionals, hearing from several National Education Association (NEA) units and from paraprofessionals themselves. The report contains 1) a brief examination of the history and present status of paraprofessional school personnel; 2) discussion of definition, roles and functions, and needs of paraprofessionals; and 3) recommendations of the task force to NEA. The definition set forth is this: "'Paraprofessional' denotes that segment of auxiliary personnel working directly with professional educators to assist them in discharging their professional duties" (includes teacher aides, lay readers, and instructional aides). The needs of the group are stated to include identification of roles and responsibilities in relation to the professional educator, preservice and inservice training programs for all personnel involved in paraprofessional programs, and establishment of an organizational structure related to the united teaching profession to meet their economic and organizational needs. Recommendations focus on expansion of the NEA/ACT auxiliary personnel program to give it the status of division or section within NEA. Included is request for allocation of funds for several specific purposes. Also listed are guidelines designed to assist local, state, and national associations in efforts to organize paraprofessionals. (JS)

ED 044 366 SP 004 384
Krause, Janet
Teacher Education Programs.
Nebraska Univ., Lincoln. Dept. of Secondary Education.
Pub Date Aug 70
Note—24p.
EDRS Price MF-$0.25 HC-$1.30
Descriptors—*Educational Innovation, *Teacher Education

This document contains 66 one-paragraph summaries of reports on innovative programs in teacher education submitted to the Council on Teacher Education of the Association for Supervision and Curriculum Development by its state liaison members. Each description includes an address from which further information may be obtained. Programs are listed by state (the number of programs in each state is indicated in parentheses): Alabama (4); Colorado (1); Florida (12); Hawaii (1); Idaho (1); Indiana (8); Iowa (2); Maryland (5); Montana (2); Nebraska (1); Nevada (4); New Mexico (4); New York (1); North Carolina (1); Ohio (23); Oklahoma (2); Pennsylvania (13); Texas (2); Utah (1); Wisconsin (1). The following illustrate the variety of programs reported : a university's international student teaching program; a university/school district tutorial reading program; a school district's cooperative teaching program planned by school board, faculty, and parents; a county program of aerospace laboratory experience for elementary personnel to develop classroom demonstration skills; a university program to unite preservice and inservice education into a continuing education program; a graduate elementary education program; a college cooperative program in preparation of clinical teachers in special education; a university team approach to teacher education. (JS)

ED 044 367 SP 004 385
Nelson, Frankie Beth And Others
Negotiating for Professionalization. (20th National TEPS Conference. Washington, D.C., June 24-27, 1969).
National Education Association, Washington, D. C. National Commission on Teacher Education and Professional Standards.
Pub Date 70
Note—81p.
Available from—Publications-Sales Section, NEA, 1201 16th Street, N.W. Washington, D.C. 20036 (Stock No. 381-11626; $1.50)
EDRS Price MF-$0.50 HC Not Available from EDRS.
Descriptors—*Collective Negotiation, Curriculum, Governance, Instruction, Standards, Teacher Associations, Teacher Participation, *Teaching

This booklet is a compilation of selected papers prepared for the conference which dealt with the relationship between collective action through the legal process of negotiation and the need for teachers for self-determination and involvement in a variety of professional decisions and processes of a nonwelfare nature. "The Uncertain Society" by Frankie Beth Nelson sets the broad social context. "Professional Negotiation in Context" by D. D. Darland holds that the context should be one of a "viable design for the governing of the teaching profession." "The Scope of Collective Negotiation in Selected Urban and Suburban School Systems: Implications for Public Policy" by Jonathan P. West is a summary of a

study of 44 medium-size school districts and 16 big-city school systems. "Canadian Experience with Negotiation" by S. C. T. Clarke tells of 25 years of collective negotiation by Canadian teachers. "Negotiation of Instruction in Michigan" by Karl H. Ohlendorf summarizes experience of the Michigan Education Association. "Collective Negotiation in Curriculum and Instruction" by Robert J. Alfonso contends that curriculum negotiation is a self-defeating process. "Negotiation in Curriculum and Instruction: Another Step Up the Professional Ladder" by Girard D. Hottleman lists 30 areas of concern under three legitimate areas of negotiation. The report concludes with the closing remarks by Roy A. Edelfelt. An appendix lists 40 inhibitors of professionalization as reported by teachers. (JS)

ED 044 368 24 SP 004 386
Reeback, Robert T.
A Teachers' Manual to Accompany the Oral Language Program.
Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2827
Pub Date Sep 68
Contract—OEC-4-7-062827-3078
Note—86p.
EDRS Price MF-$0.50 HC-$4.40
Descriptors—Early Childhood Education, *Oral English, Teaching Procedures, Teaching Techniques, *Teni
Identifiers—*Oral Language Program
This document is the teachers' manual for use with the Oral Language Program, a 1-year set ot daily lessons of roughly 25 minutes each designed to help five- to seven-year-old children who do not speak English, or who speak dialects of English that offer significant structural competition with the standard dialects, to become proficient speakers and understanders of standard American English. (See SP 004 400 for description of the program and SP 004 396 for the program's prelessons.) The teachers' manual has four main sections: 1) "The History and Scope of the OLP" which includes description of the content of the lessons and some comments on "Structure"; 2) "A Guide to the Lessons" with subsections on format, preparation, materials, "native tradition" lessons, chekclists, and content tests; 3) "The Teaching Situation" including group size and composition, pacing, furniture and arrangement, teacher aides, and use of native language dialect; 4) "Important Teaching Techniques": shaping and maintaining correct responses, conventions, modeling, correcting errors, and attention. Appended are a suggested reading list (16 books and articles and seven journals), a lexicon of words which appear in the program, and materials list with index. (JS)

ED 044 369 SP 004 387
Teacher Competence for the Middle School Years.
Upper Midwest Regional Educational Lab., Inc., Minneapolis, Minn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 67
Note—53p.; Report of a conference, Univ. of Minn., Duluth, Aug. 6-11, 1967
EDRS Price MF-$0.25 HC-$2.75
Descriptors—Adolescents, Flexible Scheduling, Individualized Instruction, *Middle Schools, Secondary School Teachers, *Teacher Characteristics, Teacher Education, Teacher Qualifications, Team Teaching, Time Blocks
This report contains addresses and symposium discussions presented at the conference on teacher competence for the middle school years (fifth or sixth through eighth grades) which was attended by about 100 educators for various levels and positions. The foreword lists three questions posed by emergence of the middle school movement which the conferenc e focused on: Are there some teaching strategies and staff utilization patterns which hold promise for improving education in the middle school years? Are there special competencies needed by teachers who would work with middle school students? If so, can better programs be provided for preparation of such teachers? A six-member symposium discussion follows each of five groups of presentations: 1) "The Special Case of Early Adolescents" by Samuel H. Popper and "-Teachers for the Middle Schools" by William W. Wattenberg; 2) "Learning Through Discovery in the Fifth Grade" by R. E. Meyers and "Teaching Thinking on the Synthesis Level" by Burton L. Grover; 3) "What a Middle School Might Be Like" by William Alexander" 4) "Establishing Objectives for Individualized Instruction" by John Downs, "Team Teaching in the Block-Time Class" by Lloyd Johansen, and "Flexible Scheduling for the Middle School Years: The Fluid Block Plan" by Almon Hoye; 5) "Preparing Teachers for the Middle School Years" by Emmett L. Williams. The director's conference summary and selected participant evaluation comments are also included. (JS)

ED 044 370 SP 004 388
Desegregation and the Rights of Educators in Louisiana.
National Education Association, Washington, D.C. Commission on Professional Rights and Responsibilities.
Pub Date Sep 70
Note—24p.
Available from—NEA, Office of the General Counsel, 1201 16th Street, N.W. Washington, D.C. 20036 (single copies upon request)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—*Civil Liberties, Court Litigation, Legal Problems, *School Integration, Teacher Administrator Relationship, Teacher Employment, *Teachers
Identifiers—*Louisiana, Singleton Decree
This legal handbook, developed at the recommendation of the 1970 National Education Association (NEA) fact-finding teams in Louisiana and Mississippi, describes the rights of teachers, with specific focus on Louisiana. The introductory section lists 10 cautionary rules to assist a teacher if his employment status on security is threatened by arbitrary behavior of an administrator or school board. The four major sections each contain a series of questions with general answers based on the policies of state and local boards of education within the legal framework of state and federal statutes and constitutional and judicial decisions. Chapter 1 on "Personal Rights and Freedoms" answers 13 questions regarding such topics as participation in civil rights activities and political activities, teaching black studies, and support of student protest activities. Chapter 2 on "Rights of Teachers Against Unreasonable Official Directives and Other Intrusions" covers seven situations, e.g., unlawful search of a teacher's belongings, the use of wiretapping. Chapter 3 on "Legal Protection Against Displacement as a Result of Desegregation: The 'Singleton' Decree" explains eleven related issues such as filling of teacher vacancies following desegregation and related dismissals and demotions. Chapter 4, "Protections Against Unjust Dismissals, Demotions, and Reassignments," answers 21 questions, most covered by Louisiana law, e.g., contract renewal, teachers' right to legal counsel. (JS)

ED 044 371 SP 004 390
Morsh, Joseph E. Wilder, Eleanor W.
Identifying the Effective Instructor: A Review of the Quantitative Studies. 1900-1952.
Air Force Personnel and Training Research Center, Chanute AFB, Ill.
Report No—AFPTRC-TR-54-44
Pub Date 54
Note—159p.
EDRS Price MF-$0.75 HC-$8.05
Descriptors—*Educational Research, *Effective Teaching, *Evaluation Criteria, *Teacher Characteristics, *Teacher Evaluation
This research review contains summary and synthesis of 360 references selected from over 900 in 1) Education Index, 2) Psychological Abstracts, and 3) some 40 reviews and bibliographies, 28 of which were selected for inclusion in the 392-item bibliography at the end of this review. Principal findings of the cited quantitative research studies are summarized in the introductory section. Concluding implications for further research, presented as a guide in Air Force technical training research projects, are also expected to assist other investigators in the field. The description of research studies and tabular material are presented chronologically (1900-1952) under each topic heading. Topics under the major heading of "Criteria for Instructor Effectiveness" are rating the effectiveness of instructors, administrator rating, peer rating, student rating, self-rating, objective observation of performance, and student change as a measure. Topics under "The Predictors--Traits and Qualities Assumed to be Related to Instructor Effectiveness" are intelligence, education, scholarship, age and experience, knowledge of subject matter and present professional information and teacher examination scores, extracurricular activities and general culture test scores, socioeconomic status and sex and marital status, teaching aptitude and attitude toward teaching and interest, voice and speech characteristics, photograph, statistical analyses of abilities, personality studies and tests. (JS)

ED 044 372 SP 004 391
Shaftel, Fannie R. Shaftel, George
Building Intelligent Concern for Others Through Role-Playing.
National Conference of Christians and Jews, New York, N.Y.
Pub Date 70
Note—78p.
Available from—National Conference of Christians and Jews, 43 W. 57th Street, New York, N.Y. 10019 ($0.75)
EDRS Price MF-$0.50 HC-$4.00
Descriptors—Elementary School Students, *Intergroup Education, *Role Playing, *Teaching Techniques
This booklet on the educational techniques of role playing describes a method designed to help children become decision-makers by providing a life-related way to help them learn to solve problems between people. Part 1 describes the role-playing method in which children act out the ending of an unfinished "problem story" which stops with a dilemma usually demanding a choice between a personal interest and a social value. Part 2 on how to guide a role-playing session focuses on each step in the process: warming up, selection of participants, preparing the audience, role playing, discussing and evaluating, replaying the revised roles, sharing experience and generalizing. Part 3 discusses the planning of a curriculum to provide a program in intergroup education. Part 4, "A Strategy for Intergroup Education," includes six problem stories with discussion of their use in individual group acceptance, intergroup relations, and sensitivity training. Part 5 on involvement contains a problem story focusing on a "busybody or good Samaritan" dilemma. Part 6 describes special uses of role playing, e.g., how it can be used to relieve a disturbing classroom situation and to bring help to a handicapped child. Part 7 illustrates how children can write their own problem stories. Part 8 on role playing for younger children includes discussion of pantomime, dramatic play , and use of problem pictures as a stimulant for role playing. A 53-item bibliography is included. (JS)

ED 044 373 SP 004 392
Littky, Dennis And Others
Skill Assessment and Instruction Program.
Institute for the Advancement of Urban Education, New York, N.Y.
Report No—WP-1
Pub Date Feb 70
Note—20p.
EDRS Price MF-$0.25 HC-$1.10
Descriptors—Behavioral Objectives, *Demonstration Programs, *Elementary School Curriculum, Elementary School Teachers, Feedback, Individualized Instruction, *Inservice Teacher Education, Paraprofessional School Personnel, Parent Participation, Student Testing, *Urban Education
Identifiers—New York City, Ocean Hill Brownsville School District
A program was developed in the Ocean Hill-Brownsville Demonstration School District as a means of solving the problems of teacher training, inadequate use of community personnel, and the absence of a strong feedback and accountability system. Focus is on the teaching process in its direct relation to skill strengths and weaknesses of each child. A curriculum was developed by selected school staff and consultants, specifying behavioral objectives for reading, comprehension, and mathematics. From this curriculum an assessment instrument was constructed that could identify strengths and weaknesses of each child in basic skill areas, spot interests, and place each child clearly in a curricular sequence of basic skills. First assessment of 2,500 elementary chil-

dren in six schools was conducted in fall 1969 by 15 teacher trainers and 60 parents (paraprofessionals) trained in 2 days to administer the instrument and analyze the record results for feedback to teachers showing where each child fit into the curriculum sequence. Then each school began special inservice training sessions and new educational programs to help the teachers and paraprofessionals maximize their abilities, use of materials, assessment information on the children, and the new curriculum. Assessment of children will take place three times a year with subsequent feedback to teachers, administrators, and parents for adjustment of instructional training and programing based on the objective data on each child's performance. (Author/JS)

ED 044 374 SP 004 393
Abbott, Margaret And Others
The Impact of: The Teacher and His Staff; Implementation of the Teacher and His Staff. Final Report.
North Dakota State Dept. of Public Instruction, Bismarck.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jul 70
Note—194p.; An ESEA Title III project
EDRS Price MF-$0.75 HC-$9.80
Descriptors—Differentiated Staffs, Elementary School Teachers, Flexible Scheduling, *Individualized Instruction, Inservice Teacher Education, Secondary School Teachers, Special Education, *Teacher Aides, Vocational Education
Identifiers—Elementary and Secondary Education Act, ESEA, ESEA Title III
This final report of the 3-year Grand Forks, North Dakota, ESEA Title III project focuses on the impact on the school district (11,500 pupils) and its instructional program of a six-school experiment in which two elementary and one junior high school were provided with one teacher aide for each six teachers. The introduction describes the community-school setting and objectives of the program. Part 1, "We Saw It Happen: Individualized Instruction," has sections on flexible scheduling, the contract system, differentiated staffing rationale and description, vocational core, training teacher aides, inservice training, and evaluation implications. Part 2 describes the significance of the impact of teacher aides on schools. Part 3 contains reports of the program in each experimental school. Part 4, "The Teacher Aide in Special Education," has sections on language development, teaching motor coordination, and a comparative study of traditional procedures and operant conditioning procedures as applied to speech correction in public schools. Part 5 summarizes subjective evaluations by teachers and aides. Part 6 lists 25 publications (including various progress and continuation reports) and two films disseminated by the project. (ED 035 576 and ED 035 579 are related documents.) (JS)

ED 044 375 24 SP 004 395
Klausmeier, Herbert J.
Publications of the Wisconsin Research and Development Center for Cognitive Learning.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-0216
Pub Date Jul 70
Contract—OEC-5-10-154
Note—80p.
EDRS Price MF-$0.50 HC-$4.10
Descriptors—Annotated Bibliographies, *Cognitive Processes, Educational Change, *Educational Development, *Educational Research, Elementary School Curriculum, Individualized Instruction, *Instructional Programs, *Learning Processes, Models, Research and Development Centers
Each of these citations (over 200 technical reports are theoretical, working, and practical papers) is annotated in a listing arranged by program and project within the program. Projects under Program 1, "Conditions and Processes of Learning," are titled Situational Variables and Efficiency of Concept Learning; Motivation and Individual Differences in Learning and Retention; Task and Training Variables in Human Problem Solving; Basic Pre-Reading Skills: Identification and Improvement; Peer Group Pressures on Learning; and Structure and Concept Attainment Abilities. Those under Program 2, "Processes and Programs of Instruction," are Prototypic Instructional Systems: Elementary Mathematics; Prototypic Instructional Systems: Elementary Science; and Individually Guided Instruction: Elementary Reading. Completed projects in Program 1 are Computer Simulation of Concept Attainment; Rule Learning; Project Motivated Learning; Media and Concept Learning; Rehabilitation of Disadvantaged Youth in Respect to Basic Educational and Social Skills; and Motivation and Concept Learning. Those in Program 2 are A System of Individually Guided Instruction: English Language, Composition, and Literature; Prototypic Instructional Systems: The Teaching and Learning of Concepts in Verbal Argument; and Concepts on Political Science. Completed Program 3 "Facilitative Environments" includes Project MODELS; Models for Effecting Planned Educational Change; and Longitudinal Study of Education Effectiveness of Reorganized School Districts. (JS)

ED 044 376 24 SP 004 396
Horner, Vivian
An Introductory Sequence of Lessons To Accompany an Oral Language Program. Pre-lessons.
Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2827
Contract—OEC-4-7-062827-3078
Note—22p.
EDRS Price MF-$0.25 HC-$1.20
Descriptors—Early Childhood Education, *Oral English, Orientation, *Teaching
Identifiers—*Oral Language Program
This document contains five pre-lessons combined with teacher manual providing a set of brief daily activities for children encountering school--and perhaps a teacher who speaks standard English--for the first time. The rationale for each day's lesson is given in narrative form followed by a numbered outline of steps in the lesson. Appended are texts of the first-day introductory speech in English, Spanish, and Navajo and instructions in how to make mats out of newspapers (since sitting on the floor is part of the plan). The introduction further points out that 1) Participating in these activities should increase the likelihood that children will feel comfortable and will respond vocally and enthusiastically during subsequent systematic instruction in speaking and listening to standard English. 2) There is development from teacher-led to pupil-led activities and from almost no dependence on verbal instruction to preliminary testing for such dependence, while the focus is on other kinds of behavior, e.g., participating with and before the group, imitating the teacher. 3) When pre-lessons were pilot tested in spring 1968 with six groups of children, trials confirmed that a teacher could conduct them effectively with almost no preparation. 4) Though designed for use with the Oral Language Program (see SP 004 400 and SP 004 386), they may be used prior to beginning other oral language instructional programs as well. (JS)

ED 044 377 SP 004 397
McCartin, Rosemarie E. Mees, Hayden L.
Raising the Level of Teacher Questions by Immediate Systematic Feedback.
Washington Univ., Seattle.
Pub Date Jun 69
Note—9p.
EDRS Price MF-$0.25 HC-$0.55
Descriptors—Electronic Equipment, Elementary School Teachers, *Feedback, Questioning Techniques, *Teacher Education, *Training Techniques
A study was conducted in an effort to demonstrate the potential usefulness and versatility of immediate feedback for direct teacher training. Subjects were two fourth grade teachers who wore electronic earphone speakers in their social studies classes. One, with 12 years experience, taught geography to each class separately in daily 30-minute periods; the other, with one year experience, taught history to the classes twice weekly for 20-minute periods. Classes were tape recorded for one week to obtain a baseline sample of question strategies. For the 3-week intervention phase teachers were told that when they set up a situation which encouraged the children to use higher level thought processes, that was good, and they would be signaled. Feedback was immediately provided for all questions above the knowledge category (based on Bloom's taxonomy). After 3 weeks of post-experiment recording without feedback, tapes were analyzed for questioning strategy. Data indicated that both teachers increased their use of high order questions to an acceptable level (a marked change in the desired direction) which continued during the post-test probes. Results suggest that electronic training techniques could economically and effectively supplement the usual student experience and could be used with experienced classroom teachers for skill enhancement. (Author/JS)

ED 044 378 SP 004 398
Stemnock, Suzanne K.
The Evaluatee Evaluates the Evaluator. ERS Circular No. 5.
Educational Research Service, Washington, D.C.
Pub Date 70
Note—54p.
Available from—Educational Research Service, Box 5, NEA Bldg., 1201 16th Street, N.W., Washington, D.C. ($1.50)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—*Administrator Evaluation, *Evaluation Techniques, Principals, Students, *Teacher Evaluation, Teachers
This report contains descriptions of "client-oriented" evaluation programs--students evaluating teachers, teachers evaluating principals, and principals evaluating central office administrators. The information was gathered through questionnaires received from 29 of 67 school systems which had indicated in an earlier survey (of 500 school systems) that they conducted such evaluation programs. The information is presented to illustrate some of the approaches schools and school systems have used to implement evaluation by subordinates. Included are reports from 1) five systems in which some teachers in one or more schools have given their students the opportunity to evaluate them; 2) 19 systems where teachers in one or more schools have been permitted to evaluate their principals; 3) three systems which submitted forms used by principals to evaluate central office personnel and services (in one of these districts teachers also evaluate central office subject-matter coordinators and directors); and 4) four school system evaluation programs developed and administered by universities. The evaluation forms used by each are included along with information on the frequency of evaluation and use and disposition of forms. A bibliography lists 45 items under "Rating of Teachers by Students" and three under "Rating of Principals by Teachers." (JS)

ED 044 379 SP 004 400
Oral Language Program.
Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Note—16p.
EDRS Price MF-$0.25 HC-$0.90
Descriptors—Early Childhood Education, *English (Second Language), *English Programs, Instructional Materials, *Oral English
Identifiers—OLP, *Oral Language Program
The Southwestern Cooperative Educational Laboratory is currently field testing a set of instructional materials for teaching English language speaking and listening skills in preschool and first grade classes. The Oral Language Program (OLP) is directed at providing non-English speaking youngsters with a fluent, independent speaking ability in English and with facility in understanding spoken English considered prerequisite to formal reading instruction. It is designed for use daily by one teacher with groups of about 10 children (age 5-7) in 25-minute lessons. There is emphasis on games involving questions and answers, handling of objects, and other motor activities. Throughout, the teacher models utterances, elicits responses, provides corrective feedback, and reinforces student participation. Components include notebooks of lesson plans (147 plans), separate "pre-lessons," a teacher's manual, drawings and recording for use with lessons, tests, and sample "cultural heritage" lesson plans for relating materials to pupil ethnic background. (The major portion of this document, 11 pages, consists of two sample lesson

plans which include objectives, lists of materials, and description of activities.) (See also SP 004 386.) (JS)

ED 044 380 24 SP 004 404
Mathieson, Moira B., Comp. *Tatis, Rita M., Comp.*
Understanding Disadvantaged Youth: Their Problems and Potentials. An Annotated Bibliography.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0490
Pub Date 70
Contract—OEC-0-8-080490-3706(010)
Note—22p.
EDRS Price MF-$0.25 HC-$1.20
Descriptors—*Annotated Bibliographies, Changing Attitudes, Compensatory Education, Cultural Education, *Disadvantaged Youth, *Educationally Disadvantaged, Teacher Attitudes, Teacher Education, Teaching Methods, Urban Teaching
Designed as a resource guide for teachers and teacher educators, this annotated bibliography contains 102 citations (e.g., journal articles, program descriptions, research reports) most of them dated between 1968 and 1970. There are five sections: 1) Characteristics and Problems of the Disadvantaged--22 items; 2) Attitudes Toward the Disadvantaged--16 items; 3) Methods of Teaching the Disadvantaged--19 items; 4) General and Vocational Education for the Disadvantaged--22 items; and 5) Programs for Teachers and Teacher Educators--17 items. Materials were selected from those processed by the Educational Resources Information Center (ERIC); each entry includes information on microfiche and hard copy availability through ERIC. (JS)

ED 044 381 24 SP 004 405
Poliakoff, Lorraine, Comp.
Individualized Instruction. Part I of a Bibliographic Series on Meeting Special Educational Needs.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0490
Pub Date 70
Contract—OEC-0-8-080490-3706(010)
Note—23p.
EDRS Price MF-$0.25 HC-$1.25
Descriptors—*Bibliographies, *Individualized Instruction, Teacher Education
This bibliography on individualized instruction cites 88 documents acquired and processed by the ERIC Clearinghouse on Teacher Education from July 1968 to December 1969. Organization is in terms of document types: bibliographies--5 items; manuals--8 items; programs--33 items; research--15 items; reviews--4 items; and others, e.g., conference reports and speeches--23 items. Included in each citation are the descriptors used to index the document (to indicate specific topics) and information regarding availability of the document from the original publisher or through the Educational Resources Information Center (ERIC). (This is the first part of a five-part bibliography focusing on the kinds of preparation programs which enable school personnel to serve the special educational needs of all the people; other sections are Part 2, The Disadvantaged--SP 004 406; Part 3, Urban Society--SP 004 407; Part 4, Ethnic Groups: Negroes, Spanish Speaking, American Indians, and Eskimos--SP 004 408; Part 5, Selected Topics--SP 004 409.) (JS)

ED 044 382 24 SP 004 406
Poliakoff, Lorraine, Comp.
The Disadvantaged. Part 2 of a Bibliographic Series on Meeting Special Educational Needs.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0490
Pub Date 70
Contract—OEC-0-8-080490-3706(010)
Note—36p.
EDRS Price MF-$0.25 HC-$1.90
Descriptors—*Bibliographies, *Disadvantaged Youth, Teacher Education
This bibliography on the disadvantaged cites 165 documents acquired and processed by the ERIC Clearinghouse on Teacher Education from July 1968 to December 1969. Organization is in terms of document types: bibliographies--9 items; manuals--12 items; programs--77 items; research--27 items; reviews--6 items; others, e.g., conference papers and speeches--34 items. Included in each citation are the descriptors used to index the document (to indicate specific topics) and information regarding availability of the document from the original publisher or through the Educational Resources Information Center (ERIC). (This is the second part of a five-part bibliography focusing on the kinds of preparation programs which enable school personnel to serve the special educational needs of all the people; other sections are Part 1, Individualized Instruction--SP 004 405; Part 3, Urban Society--SP 004 407; Part 4, Ethnic Groups: Negroes, Spanish Speaking, American Indians, and Eskimos--SP 004 408; Part 5, Selected Topics--SP 004 409.) (JS)

ED 044 383 24 SP 004 407
Poliakoff, Lorraine, Comp.
Urban Society. Part 3 of a Bibliographic Series on Meeting Special Educational Needs.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0490
Pub Date 70
Contract—OEC-0-8-080490-3706(010)
Note—26p.
EDRS Price MF-$0.25 HC-$1.40
Descriptors—*Bibliographies, Teacher Education, *Urban Education, Urban Teaching
This bibliography on urban education cites 111 documents acquired and processed by the ERIC Clearinghouse on Teacher Education from July 1968 to December 1969. Organization is in terms of document types: bibliographies--7 items; manuals--7 items; programs--58 items; research--12 items; reviews--1 item; and others, e.g., conference papers and speeches--26 items. Included in each citation are the descriptors used to index the document (to indicate specific topics) and information regarding availability of the document from the original publisher or through the Educational Resources Information Center (ERIC). (This is the third part of a five-part bibliography focusing on the kinds of preparation programs which enable school personnel to serve the special educational needs of all the people; other sections are Part 1, Individualized Instruction--SP 004 405; Part 2, The Disadvantaged--SP 004 406; Part 4, Ethnic Groups: Negroes, Spanish Speaking, American Indians, and Eskimos--SP 004 408; Part 5, Selected Topics--SP 004 409. (JS)

ED 044 384 24 SP 004 408
Poliakoff, Lorraine, Comp.
Ethnic Groups: Negroes, Spanish Speaking, American Indians, and Eskimos. Part 4 of a Bibliographic Series on Meeting Special Educational Needs.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0490
Pub Date 70
Contract—OEC-0-8-080490-3706(010)
Note—29p.
EDRS Price MF-$0.25 HC-$1.55
Descriptors—American Indians, *Bibliographies, Eskimos, *Ethnic Groups, *Negroes, *Spanish Speaking, Teacher Education
This bibliography on ethnic groups cites 117 documents acquired and processed by the ERIC Clearinghouse on Teacher Education from July 1968 to December 1969. Organization is in three sections: Negroes--58 items; Spanish Speaking People--33 items; and American Indians and Eskimos--26 items. Each section is further broken down by document type: bibliographies, manuals, programs, research, reviews, and others. Included in each citation are the descriptors used to index the document (to indicate specific topics) and information regarding availability of the document from the original publisher or through the Educational Resources Information Center (ERIC). (This is the fourth part of a five-part bibliography focusing on the kinds of preparation programs which enable school personnel to serve the special educational needs of all the people; other sections are Part 1, Individualized Instruction--SP 004 405; Part 2, The Disadvantaged--SP 004 406, Part 3, Urban Society--SP 004 407; Part 5, Selected Topics--SP 004 409.) (JS)

ED 044 385 24 SP 004 409
Poliakoff, Lorraine, Comp.
Some Selected Topics, Part 5 of a Bibliographic Series on Meeting Special Educational Needs.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0490
Pub Date 70
Contract—OEC-0-8-080490-3706(010)
Note—21p.
EDRS Price MF-$0.25 HC-$1.15
Descriptors—*Bibliographies, Compensatory Education, *Intergroup Education, *Migrants, *Minority Groups, *Rural Education, Teacher Education
This bibliography on meeting the special needs of various groups cites 69 documents acquired and processed by the ERIC Clearinghouse on Teacher Education from July 1968 to December 1969. Following are the subheadings within the bibliography (number of citations in parentheses): Rural and Migrant People (26); Intergroup Education (11); Gifted People (4); Compensatory Education (8); Dropouts (5); Veterans (2); Delinquents (4); Psychologically and Physiologically Handicapped (2); Junior College Education (1); Off-Campus Education (1); International Education (5). Sections are further sub-divided by document type: bibliographies, manuals, programs, research, reviews, and others. Included in each citation are the descriptors used to index the document (to indicate specific topics) and information regarding availability of the document from the original publisher or through the Educational Resources Information Center (ERIC). (This is the fifth part of a five-part bibliography focusing on the kinds of preparation programs which enable school personnel to serve the special educational needs of all the people; other sections are Part 1, Individualized Instruction--SP 004 405; Part 2, The Disadvantaged--SP 004 406; Part 3, Urban Society--SP 004 407; Part 4, Ethnic Groups: Negroes, Spanish Speaking, American Indians, and Eskimos--SP 004 408.) (JS)

ED 044 386 24 SP 004 420
Dunn-Rankin, Peter
Postdoctoral Fellowship Program in Educational Research. Final Report.
Hawaii Univ., Honolulu. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0645
Pub Date Oct 70
Grant—OEG-0-9-210645-4611
Note—6p.
EDRS Price MF-$0.25 HC-$0.40
Descriptors—*Data Analysis, *Educational Objectives, *Educational Research, *Perception, *Research Projects
During the 1969-70 academic year the author engaged in an extensive program of research training at the Bell Telephone Laboratories. He studied multidimensional scaling techniques and used many of these techniques in the analysis of data resulting from experiments and studies of the visual and cognitive perception of letters and words. The objectives were to increase competence in understanding and applying multidimensional scaling techniques with particular emphasis on their use in solving problems of motivation and perception in the typical educational environment, in studying values about education, and in teaching others the most effective scaling techniques. Long program was essentially an internship involving many individual seminars. Long term results will be measured by the kind and quality of research produced in the future. New scaling techniques are already being used in various projects at the University of Hawaii, and dissemination seminars are being scheduled. (MEM)

ED 044 387 24 SP 004 421
Baker, Robert L.
Educational Innovation: Research and Evaluation Techniques. (Report of 1967 Summer Institutes).
Southwest Regional Educational Lab., Inglewood, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-7-0674
Pub Date [70]
Grant—OEG-1-7-070674-3531
Note—46p.
EDRS Price MF-$0.25 HC-$2.40
Descriptors—Administrative Personnel, Curriculum Development, Curriculum Evaluation, *Curriculum Research, *Independent Study, Individualized Instruction, *Inservice Education, *Inservice Teacher Education, Institutes (Training Programs), Principals, *Research Skills, School Personnel, School Superintendents
Three 4-week institutes were held, one each in Los Angeles, St. Louis, and Philadelphia, to prepare competent school personnel at the state, county, and district levels to formulate, conduct, and evaluate educational experiments. Participants included teachers, principals, curriculum specialists, research consultants, and superintendents. The institute curriculum covered four broad areas: 1) the research proposal and report, 2) curriculum research and development, 3) curriculum evaluation paradigms and procedures, and 4) techniques for analyzing and interpreting experimental data. Training proceeded primarily by means of a series of instructional packages developed by the Southwest Regional Laboratory as part of their Staff Development Compendium. Followup assistance was also provided to participants. Gains were found between pre- and posttests of participants' knowledge of research methods, and a followup questionnaire showed that 25 percent of the participants had completed and obtained funding for research proposals. (Appendixes contain an outline of participant characteristics, a sample schedule of activities, and responses to the followup questionnaire.) (RT)

ED 044 388 24 SP 004 422
An Educational Research Internship Program for the Department of Education, State of Michigan. Final Report.
Michigan State Dept. of Education, Lansing.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2590
Pub Date Oct 70
Grant—OEG-0-9-062590-4069 (010)
Note—15p.
EDRS Price MF-$0.25 HC-$0.85
Descriptors—*Educational Research, *Experimental Programs, *Internship Programs, *Research Projects, *Seminars
The Michigan Department of Education received a grant of $42,950 from the U.S. Office of Education under Public Law 89-10, Title IV for the 1969-70 educational research internship program. The Bureau of Research administered the program for the department. The two interrelated purposes of the program were to contribute to the training of educational research-related personnel, and to gain meaningful assistance from the research interns in furthering the research and development activities of the department. The training program included assigning interns to practice-oriented research tasks compatible with their professional interest and/or needs and conducting bi-weekly seminars designed to assist their professional growth. During the program period, nine intern positions were created and funded and 14 graduate students at Michigan State University participated in the program. Interns worked up to 20 hours per week and at the same time continued their graduate education program. Evaluation of the program demonstrated that the program was successful and contributed meaningfully to the two objectives. Four research interns from the 1969-70 program period are now employed as full-time personnel in the Department of Education. The program was worthwhile and effective in meeting both the needs of the interns and of the department. (Author/MBM)

ED 044 389 SP 004 423
Meierhenry, W. C., Ed.
Mediated Teacher Education Resources.
American Association of Colleges for Teacher Education, Washington, D.C.
Pub Date 70
Note—71p.
Available from—American Assn. for Colleges of Teacher Education, One Dupont Circle, Washington, D.C. 20036 ($2.50)
EDRS Price MF-$0.50 HC-$3.65
Descriptors—*Audiovisual Aids, Class Management, Educational Games, Films, *Instructional Materials, Instructional Technology, Phonotape Recordings, Protocol Materials, Slides, *Teacher Education, Teaching, Teaching Methods, Urban Teaching, Video Tape Recordings
This catalog identifies and describes media resources for preservice and inservice teacher education programs. Resources are divided into six categories according to their form: audiotapes; gaming and simulations, motion pictures, multimedia, slides and filmstrips, and videotapes. Topics of the materials include child development, teaching methods, inner city teaching, classroom management problems, use of instructional technology and instructional materials, and the profession of teaching. Each citation identifies the resource material by title, producer, distributor, and cost. Most give a brief description of the content. An appendix contains a list of names and addresses of distributors. (RT)

ED 044 390 SP 004 433
Miel, Alice, Ed. *Berman, Louise, Ed.*
In the Minds of Men: Educating the Young People of the World.
Association for Supervision and Curriculum Development, Washington, D.C.
Pub Date 70
Note—144p.
Available from—Publication-Sales Section, NEA, 1201 16th St., N.W., Washington, D.C. 20036 (Stock No. 611-17506; $2.50)
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—*Curriculum Development, *Education, Elementary School Teachers, Instructional Technology, Moral Values, *Physical Environment, Relevance (Education), *School Role, Secondary School Teachers, Social Environment, Social Studies, *Teacher Education
This publication consists of papers presented at the World Conference on Education held March 5-14, 1970, at Asilomar, California. It is divided into two sections: 1) Plenary Session Addresses and 2) Working Party Reports. The nine plenary session addresses concern man's physical and social environment and its effect on education, the function of the schools, and the role of education in the future. The titles of the ten working party reports are: 1) Designing Curriculum and Instruction for the Schools of the Future, 2) Preparation of Teachers for Primary Education, 3) Preparation of Teachers for Secondary Education, 4) Improving Curriculum and Instruction--Social Studies, 5) In-Service Education, 6) Cross-national Research in Teacher Training and Teaching, 7) Designing New Programs for Early Education, 8) Instructional Technology in Education, 9) Education's Role in Eliminating Barriers Among People 10) Helping Youth Develop Constructive Commitments and Cross-National Research on Moral Education. An appendix contains a list of titles of papers presented at the conference which were not included in the report. (RT)

ED 044 391 24 SP 004 448
Alkin, Marvin C.
Statewide Evaluation of Education of Education in New Mexico: Assessment and Recommendations.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—CSE-WP-11
Bureau No—BR-6-1646-03
Pub Date Oct 70
Contract—OEC-4-6-061646-1909
Note—24p.
EDRS Price MF-$0.25 HC-$1.30
Descriptors—*Accreditation (Institutions), *Citizen Participation, *Evaluation, *Evaluation Criteria, Evaluation Methods, Evaluation Needs, *Public Schools, Research Needs
This report, presented to the Legislative Finance Committee of the State of New Mexico, assesses the present procedures for evaluating and accrediting the public schools and makes recommendations for changes. The major flaws found in the present procedures are the amount of man hours involved and the focus on processes rather than outcomes. Recommendations are made for a reorganization of the staff involved in evaluation to reduce the time required and to provide for more citizen participation. It is also recommended that evaluation emphasize outcomes wherever possible and that a research effort be undertaken to provide firm data on the relationship between certain educational processes and outcomes. An appendix contains selected questions and answers which followed presentation of the report. (RT)

ED 044 392 SP 004 459
Weinberg, Meyer
Desegregation Research: An Appraisal. Second Edition.
Phi Delta Kappa, Bloomington, Ind.
Pub Date May 70
Note—467p.
Available from—Phi Delta Kappa, Inc., Bloomington, Ind. 47401 ($3.75)
EDRS Price MF-$1.75 HC-$23.45
Descriptors—Academic Achievement, Caucasian Students, *Educational Research, *Ethnic Stereotypes, *Integration Effects, *Integration Studies, Intelligence Quotient, Negro Students, Race Relations, Racial Differences, *Racial Integration, *School Integration, Self Concept
This publication reviews research related to the effects of school desegregation on the academic achievement and self-concept of white students, and non-Negro minorities, and on race relations within the community. Separate chapters are devoted to the Riverside School Study, a 5-year school desegregation program with extensive evaluation and research components which is scheduled to be completed in 1972, and to two federal reports--the Equal Educational Opportunity Survey by the U. S. Office of Education, and Racial Isolation in the Public Schools by the United States Commission on Civil Rights. Conclusions drawn from the research studies reviewed are that desegregation improves the academic achievement and self-concept of Negro students, while not impairing those of white students, and also improves race relations within the community. The publication contains an author index, a geographical area index to the research studies reviewed, and a 55-page bibliography. (RT)

ED 044 393 24 SP 004 469
Post-Doctoral Fellowship Program in Educational Research. Final Report.
Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Colleges.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0580
Pub Date 20 Sep 70
Grant—OEG-0-9-200580-4599
Note—12p.
EDRS Price MF-$0.25 HC-$0.70
Descriptors—*Evaluation, *Post Doctoral Education, *Research Design, *Research Methodology, *Self Evaluation
Identifiers—Southern Association of Colleges and Schools
This post-doctoral fellowship program, under the sponsorship of the Commission on Colleges, Southern Association of Colleges and Schools, was designed to provide a year of intensive study of the institutional self-study process and research design and methodology in higher education. The activities were divided into three overlapping phases and included the following experiences: 1) serving as observer-consultant participant to 35 senior colleges and universities and five junior colleges in nine states, 2) serving as observer-participant with consultative and/or visiting evaluative teams to 10 institutions, 3) attending and participating in approximately 20 professional meetings and conferences relating to the Commission on Colleges, 4) taking part in individual or group sessions with institutional research directors of most of the colleges and universities in the South; 5) presenting papers at three meetings of professional organizations, including the annual meeting of the American Educational Research Association. (MBM)

ED 044 394 08 SP 004 470
Arnold, Daniel S. *Van Tassel, Carol*
Seminar for Supervisors and Teacher Educators of Teachers of Persons with Special Needs. Final Report, Phase II
Kentucky Univ., Lexington.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-0527
Pub Date Dec 68
Grant—OEG-1-7-070527-3543
Note—44p.
EDRS Price MF-$0.25 HC-$2.30
Descriptors—*Program Evaluation, *Special Education, *Teacher Educator Education, *Teacher Orientation, *Vocational Education
This report describes the evaluation phase of a 2-week seminar held at the University of Kentucky on June 12-23, 1967, and designed for supervisors and teacher educators of teachers of persons with special needs. The general objective of the seminar was to orient persons in leadership positions in vocational education to the characteristics, problems, and educational needs of persons with special needs. The report includes a description of the methods of evaluation, a presentation of the evaluation findings, and a section containing the conclusions. Five evaluation activities were involved, including pretest, posttest, daily guideline reports, individual projects, participant evaluation questionnaires, and a detailed follow-up survey. On the basis of the evaluation, it was concluded that the participants benefited professionally from having attended the seminar, and that the outcomes justified the time and effort expended by the seminar staff and the host institution. (Author/MBM)

ED 044 395 24 SP 004 471
Traylor, Elwood B.
Authoritarianism and Time as Influences on Decision Making. Final Report.
Kansas State Univ., Witchita. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-F-065
Pub Date Feb 69
Grant—OEG-6-9-008065-0041(057)
Note—54p.
EDRS Price MF-$0.25 HC-$2.80
Descriptors—*Authoritarianism, *Decision Making, Education Majors, *Logical Thinking, *Programed Instruction, *Teacher Attitudes, Teachers
This study examined the decision-making process of prospective teachers to determine to what extent authoritarianism influences decisions about the validity of categorical syllogisms with attitudinally relevant conclusions. The Minnesota Teacher Attitude Inventory (MTAI) and the California F Scale were administered to 100 education students to determine attitudes and degree of authoritarianism. Then selected statements from the MTIA were used as conclusions for syllogisms constructed for the Syllogism Test, which was administered before and after programed instruction in judging the validity of conclusions. Findings indicated that subjects high in authoritarianism make more attitude errors in reasoning. Programed instruction reduces attitude errors in reasoning for both high and low authoritarians, with the reduction being significantly greater for high authoritarians. These findings have implications for developing self-awareness of the part of the teacher in order to provide a logical rather than emotional response to difficult classroom situations. (RT)

ED 044 396 24 SP 004 473
Jackson, Philip W.
Post-Doctoral Fellowship for Merton S. Krause. Final Report.
Chicago Univ., Ill. Dept. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0638
Pub Date [70]
Grant—OEG-0-9-230638-4621(010)
Note—1p.
EDRS Price MF-$0.25 HC-$0.15
Descriptors—Educational Innovation, *Educational Research, *Fellowships, *Political Science, *Post Doctoral Education
The final quarter of Krause's fellowship year was spent in completing his interviews with political socialization researchers in the eastern United States and his work on methodological problems. Krause also completed a long essay on the nature and implications of the "matrix perspective" for research planning, pursued his study of measurement theory, and wrote an essay, "A Partial Prescriptive Theory of Teaching Facts." Fellowship year studies have led Krause to believe that significant innovations in civics teaching require a comprehensive alteration of curriculum and social structure in the school. (RT)

TE

ED 044 397 TE 000 826
Snow, Kathleen M., Ed.
Canadian Books for Schools: A Centennial Listing.
Alberta Teachers Association, Edmonton.
Pub Date Feb 68
Note—68p.
Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 42457R, $1.50)
EDRS Price MF-$0.50 HC Not Available from EDRS.
Descriptors—*Annotated Bibliographies, Art, *Childrens Books, Cultural Background, *Cultural Education, Drama, Elementary Education, Folklore Books, History, *Literature, Mathematics, Poetry, Sciences, Secondary Education, Social Studies
Identifiers—*Canada
This annotated bibliography, prepared by the English Council and School Library Council of the Alberta Teachers' Association, lists approximately 320 works--including novels, biographies, plays, nofiction and historical books, children's books, and books of short stories--written by Canadian authors about Canada. For each entry, the information provided includes grade level (pre-K to High School), subject relevance (Art, Mathematics, Social Studies, Science, or English), Dewey classification number, and price. (JM)

ED 044 398 TE 002 016
Miles, Dorothy F.
A Thumb-Nail Review of a Few: A Special Report on Ungraded or Non-graded Programs in English.
New England Association of Teachers of English, Burlington, Vt.
Pub Date Feb 70
Note—8p.
Journal Cit—Leaflet; v69 n1 p3-10 Feb 1970
EDRS Price MF-$0.25 HC-$0.50
Descriptors—*Curriculum Development, *English Education, *English Programs, *Individualized Curriculum, Individualized Instruction, Nongraded Classes, *Nongraded System, Secondary Education, Student Interests, Student Needs, Ungraded Classes, Ungraded Schools
The philosophy of the ungraded program is basically that the old methods of scheduling, placement by grades, marking, and requiring irrelevant courses should be replaced by restructured programs which meet both the needs and the interests of the individual student by allowing him to direct his own English study. In an effective ungraded program, the student chooses his own subject matter and is placed and graded according to his own learning rate and achievement level. More than 25 ungraded programs in high school English across the United States were observed first-hand to discover such innovations as teacher-pupil contracts, pre-written units called Learning Activity Packages, individualized instruction, and student options of traditional or innovative courses. After evaluating them all, it was decided that the ungraded English program which structures courses on phase levels and requires the student to follow a certain sequence in selecting his courses would best encourage the personal initiative and infinite potential of both student and faculty. (Materials include a brief resume of unique ungraded English programs at Amherst, Massachusetts; Broward County, Florida; Las Vegas, Nevada; Middletown, Rhode Island; Phoenix, Arizona; Azusa, California; and Corvallis, Oregon.) (DB)

ED 044 399 TE 002 034
Barker, Larry L. *And Others*
Two Investigations of the Relationship among Selected Ratings of Speech Effectiveness and Comprehension.
Speech Association of America, New York, N.Y.
Pub Date Aug 68
Note—7p.
Journal Cit—Speech Monographs; v35 n3 p400-406 Aug 1968
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—*Comparative Testing, Comprehension, *Educational Research, *Public Speaking, *Rating Scales, Speech Education, Speeches, *Speech Evaluation, Speech Tests
This research project examined the relationship between measures of speaker effectiveness obtained from rating scales and those obtained from objective comprehension tests of speech content. Two studies were used in order to provide independently derived results which could be compared. In the first study, 49 undergraduate public-speaking students judged 6 speeches using both a modified Baird-Knower rating scale and an objective comprehension test. Approximately half of the subjects listened to audio tapes of the speeches and half to video tapes with four of the six speeches used for final analysis. In the second study, 1190 students in 54 basic speech classes each judged one speech using five rating scales and a three-item comprehnsion test. Results from these studies indicated that (1) relationships among ratings on individual scales were high, (2) comprehension measures correlated to a modest degree (first investigation only), and (3) neglibible relationships existed between ratings and comprehension scores. These findings suggest that rating scales and comprehension scores are not measuring the same degrees and forms of speaker effectiveness. (JM)

ED 044 400 TE 002 039
Harvey, Robert, Comp. *Denby, Robert V., Comp.*
Human Relations in the Schools, Sensitivity Training, and Self-Image Enhancement: Abstracts of ERIC Documents.
National Council of Teachers of English, Champaign, Ill. ERIC Clearinghouse on the Teaching of English.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Sep 70
Contract—OEC-1-7-070870-5050
Note—53p.; Unpublished bibliography
EDRS Price MF-$0.25 HC-$2.75
Descriptors—*Annotated Bibliographies, Class Activities, Ethnic Relations, *Human Relations, Human Relations Programs, Inservice Programs, Intergroup Education, Intergroup Relations, Personal Relationship, *Research, Self Actualization, *Self Concept, *Sensitivity Training
This bibliography is comprised of abstracts of 115 ERIC documents (reports, books, articles, and speeches) on human relations activities for the schools, including sensitivity training and self-image enhancement activities. Six sections cover (1) background material on human relations, (2) general material on the need for intergroup activities, (3) inservice human relations programs (including sensitivity training) for teachers, administrators, and counselors, (4) classroom activities promoting student human relations, (5) self-image enhancement activities, and (6) recent research on self-image development. (DD)

ED 044 401 TE 002 077
Lasser, Michael L.
Teaching the Classics.
New York State English Council, Oswego.
Pub Date Feb 70
Note—8p.
Journal Cit—English Record; v20 n3 p25-32 Feb 1970
EDRS Price MF-$0.25 HC-$0.50
Descriptors—Content Analysis, Creative Reading, Drama, *Educational Objectives, *Literary Analysis, Literary Styles, *Literature, *Literature Appreciation, Novels, Poetry
The English teacher should have two aims: to help his students appreciate the literary values contained in literary works and to help them read with sensitivity and sophistication so that they will want to read. Consequently, the teacher who concentrates on making contemporary applications of literary works instead of dealing with the literary nature of the works themselves is failing his students. That teacher is equally misguided who teaches a work simply because of his own or his students' personal preferences for it, with little or no concern about utilizing the work to educate his students' taste. (DD)

ED 044 402 TE 002 082
An English Language Arts Curriculum Guide: K-3. Volume 1.
West Lafayette Community School Corp., Ind.
Pub Date 69
Note—390p.
Available from—Carmen Fabian, West Lafayette Community Schools, 141 Andrews Place, West Lafayette, Ind. 47906 ($4.95). Volumes for K, 1, 2, and 3 grades are available separately for $1.50 each
EDRS Price MF-$1.50 HC Not Available from EDRS.
Descriptors—*Behavioral Objectives, *Curriculum Guides, Elementary Education, *Language Arts, Learning Activities, Oral Communication, *Primary Education, Reading, Writing
This language arts curriculum guide, principally designed for teaching culturally advantaged pupil of above-average intelligence, aims (1) to specify a relatedness between the subjects comprising the English language arts, (2) to specify behavioral objectives, (3) to suggest learning processes that allow pupils to order their inner feelings by discovering order in their environment, (4) to reveal a continuum of learning experiences for children K-3, (5) to act as a plan book, and (6) to provide direction, expecially for new teachers. For use by teachers, administrators, and curriculum coordinators, the guide classifies the subject areas of English into three major divisions: oral communication, reading, and writing. Each division contains, for each grade level, list of behavioral objectives, suggested materials, and suggested activities. Additional materials include graphs of the classification and stress of subject areas in English for grades K-3. (DD)

ED 044 403 TE 002 087
Roslansky, John D., Ed.
Communication; A Discussion at the Nobel Conference (5th, Gustavus Adolphus College, St. Peter, Minnesota, January 8-9, 1969).
Pub Date 69
Note—131p.; Published by North-Holland Publishing Co., Amsterdam
Available from—Fleet Academic Editions, Inc., 156 Fifth Avenue, New York, N.Y. 10010 ($7.50)
Document Not Available from EDRS.
Descriptors—Animal Behavior, *Communication (Thought Transfer), *Communication Skills, Expressive Language, *Language, *Language Development, *Language Universals, Nucleation (Language Learning), Psycholinguistics, Thought Processes, Transformation Generative Grammar
This book consists of five lectures on communication given at the fifth Nobel Conference. Leroy G. Augenstein explores the positive and negative consequences of man's increasing capacity to manipulate and control the human mind. Peter Marler demonstrates that all the elements necessary for a communication system to qualify as a language exist somewhere in the animal kingdom, but that only man possesses them all. Noam Chomsky, in a study considering linguistics as a branch of theoretical human psychology, concludes that the essential properties of the human mind will always excape those investigations based on restricted environment. Abraham Kaplan explains that the aim of all communication is to arrive at communion, a sharing of thoughts and emotions. Eric Lenneberg provides a five-point test of animal language communication based on the nature and function of human communication. (DD)

ED 044 404 TE 002 093
Lutz, Nancy Cole
The Effects of Organizational Ability, General Listening Ability, and Sentence Arrangement on Listening Comprehension of Second-Grade Pupils.
Pub Date 69
Note—142p.; Ed.D. Dissertation, New Mexico State University
Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-19,077, MFilm $3.00, Xerography $6.80)
Document Not Available from EDRS.
Descriptors—Connected Discourse, Grade 2, *Language Patterns, *Listening Skills, Listening Tests, Oral Communication, *Primary Grades, Reading Comprehension, Reading Diagnosis, Reading Instruction, Reading Processes, *Reading Research, *Reading Skills
A theoretical study was designed to validate experimentally the assumption of the necessity to guide a primary student's ability to listen and follow sequences of events as an integral part of early reading instruction. Ninety-six second graders were asked to listen to one of four tape-recorded forms of an eight sentence paragraph in four arrangements: (1) in its original order, (2) with the thesis sentence in the medial position, (3) with four sequence changes, and (4) in completely unsequential order. Results showed that general listening ability contributed significantly to the comprehension of the various sentence arrangements in an oral paragraph, that sentence arrangements also contributed significantly to the comprehension of an oral paragraph, and that organizational ability did not contribute to the comprehension of oral paragraphs as measured in this study. Although comprehension was highest with the material in its original order, it was concluded that children can comprehend material which has no sequence better than material which has had several, but not all, of its sequences changed. Recommendations were that teachers should identify low listeners at the second grade level and provide additional guidance in the manipulation of sentence sequences in an oral paragraph. (Author/MF)

ED 044 405 TE 002 094
Cortes, Beverly Claire Ketcik
A Comparative Study of Audio and Video Taping Techniques as Teaching Tools for Self Discovery in the Basic Speech Course (Voice and Diction).
Pub Date 69
Note—160p.; Ed.D. Dissertation, West Virginia University
Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-20,690, MFilm $3.00, Xerography $7.40)
Document Not Available from EDRS.
Descriptors—College Students, *Phonotape Recordings, *Self Evaluation, *Speech Education, Speech Evaluation, Speech Improvement, *Speech Skills, Student Evaluation, *Video Tape Recordings
Sixty college students were simultaneously audio- and video-taped to test the hypotheses that (1) the student who uses video tape for self-analysis in a basic speech skills course will show greater improvement in performing basic skills than will the student who uses audio tape for self-analysis; and (2) there will be a correlation among evaluations of student improvement by a panel of expert judges, the peer group, and the course instructor. One group of these students then received audio treatment in private conference for self-analysis, while another group received video treatment using the same conference technique. The results of a post test administered after 7 weeks of normal instruction and private conference were that (1) a significant statistical difference could not be found between the audio treatment and the video treatment; and (2) a positive correlation appeared among the evaluation of the panel of experts, the instructor, and the peer group. (Author/MF)

ED 044 406 TE 002 095
Hardaway, John Mitchell
Generative Rhetoric: An Analysis of Its Influence on the Writing of College Freshmen.
Pub Date 69
Note—170p.; Ph.D. Dissertation, Arizona State University
Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-20,768, MFilm $3.00, Xerography $7.80)
Document Not Available from EDRS.
Descriptors—Average Students, College Freshmen, *College Instruction, Comparative Analysis, Conventional Instruction, Paragraph Composition, *Rhetoric, Sentence Structure, *Teaching Methods, *Writing Skills
To determine whether significant differences exist between a class taught generative rhetoric and a class taught traditional methods of writing, a strategy was developed for teaching the generative rhetoric of the sentence and the paragraph in a first-semester composition course composed of average students. The 56 subjects were randomly assigned to one experimental and one control class. For 6 weeks, approximately 30 minutes of each class period were used to instruct the experimental group in generative rhetoric. Students read excerpts from famous authors and did pertinent exercises. The control group analyzed sentences and paragraph development by conventional standards. At the end of the 6-week period, students in both the experimental and the control groups were asked to write two descriptive papers on an assigned topic. The better of these papers was chosen for evaluation by a panel of five judges. Although there was no statistically significant difference between the experimental and the control groups in any of the areas tested, when the mean scores on the five criteria--focus and structure, content, sentence construction, fluency, and general impression--were observed, the means for the experimental group were somewhat greater in every case. (Author/MF)

ED 044 407 TE 002 096
Fillman, Tony Wayne
The Effects of Teaching Study Skills and Reading, Writing, and Listening Skills as a Specific Course of Study for Ninth Grade Students.
Pub Date 69
Note—136p.; Ed.D. Dissertation, North Texas State University
Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-19,934, MFilm $3.00, Xerography 06.60)
Document Not Available from EDRS.
Descriptors—Course Organization, Grade 9, Intelligence Factors, *Listening Skills, *Reading Skills, *Research, Sex (Characteristics), Student Interests, *Study Skills, *Writing Skills
To test the effects of a course in study skills and reading, writing, and listening skills, 150 ninth-grade students were paired on the basis of desire to take the course, sex, and intelligence test scores. The experimental group--composed of one of each pair--was given an 18 weeks' course in study skills and reading, writing, and listening skills, while the control group--composed of the second member of each pair--was given an 18 weeks' course in World Geography. Some of the findings were that the experimental group gained significantly more than the control group in study skills, and that the boys in the experimental group gained significantly more than the boys in the control group. Conclusions were that (1) the teaching of study skills, as a specific course of study is beneficial for ninth grade students desiring to take such a course; (2) students with higher intelligence test scores will achieve more in reading skills after receiving specific instruction in these skills than will students of average or below average intelligence scores; and (3) instruction in writing and listening skills, as outlined and taught in this study, are of no significant value. (Author/MF)

ED 044 408 TE 002 097
Herring, George Andrew
Improving Preparation of Teachers through Self-Study: An Experiment with Sound Film Recordings in an English Methods Class.
Pub Date 69
Note—157p.; Ed.D. Dissertation, Columbia University
Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-16,800 MFilm $3.00, Xerography $7.40)
Document Not Available from EDRS.
Descriptors—Behavior Development, *English Education, Films, Group Dynamics, Instructional Materials, Interaction Process Analysis, Methods Courses, *Microteaching, Self Concept, *Self Evaluation, *Sound Films, Student Teacher Relationship, *Teacher Education
To determine whether the use of 8mm sound film recordings facilitated the process of self-inquiry and increased self-perception, this study compared results of two sections of a methods course in the teaching of secondary school English in which an experimental section developed and analyzed 5-minute sound film recordings. Each experimental student assumed the role of the teacher, while the remaining control-group members assumed roles of the particular grade and academic-ability levels assigned them by the teacher-in-training conducting the demonstration lesson. Demonstrations were interrupted frequently to encourage feedback and to analyze problems of group dynamics. Data were gathered from (1) a questionnaire administered at the first and last meetings of both groups, (2) the experimenter's observations of both groups for each class meeting, (3) each student's self-observations

of his demonstration lesson, and (4) tape analysis by the experimenter and a clinical psychologist. Results showed that a significant difference in the teaching-learning situation occurred, and that recordings increased sensitivity to such interpersonal relationship factors as rapport, gestures, mannerisms, movement, and assumption of responsibility for the effects of one's own behavior. (Author/JM)

ED 044 409 TE 002 098

Allen, Jack

A Study of Some of the Criteria Actually Used by High School and College Students for Interpreting, Evaluating, and Understanding Poetry, in Relation to Their Educational Implications for Improving Literary Instruction and Re-Examining the Curriculum.

Pub Date 69

Note—328p.; Ed.D. Dissertation, State University of New York at Buffalo

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-15,183, MFilm $4.20, Xerography $14.85)

Document Not Available from EDRS.

Descriptors—Analytical Criticism, *College Students, Criteria, *Evaluation Criteria, *High School Students, Literary Analysis, *Literary Criticism, Literary Discrimination, *Poetry

Almost 500 students were involved in this study to determine (1) the kinds of criteria used by high school and college students for critical discrimination of poetry, (2) what changes occurred in the used of these criteria as the students progressed in their education, and (3) the relationship of the study results to the improvement of literary instruction or the re-examination of the curriculum. Student written responses to selected poems formed an important part of the study, while closed and open-ended questionnaires were also used. Results showed an increasing use and sophisticated awareness of the criteria for critical discrimination as students progressed in education, though improvement was not uniform for the various grade levels. Students at all levels were found to use the "meaning" of the poem as the central focus in evaluation and interpretation with the use of other criteria almost inconsequential. (Author/JMC)

ED 044 410 TE 002 099

Doyle, Michael Vincent

An Investigation and Evaluation of Speech Education in Pre-School and Early Elementary Programs for the Disadvantaged.

Pub Date 69

Note—151p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-20,845, MFilm $3.00, Xerography $7.20)

Document Not Available from EDRS.

Descriptors—Communication Skills, Compensatory Education, *Culturally Disadvantaged, *Early Childhood Education, Ethnic Groups, Inservice Programs, *Language Arts, Parent Participation, Preschool Education, *Preschool Programs, Program Evaluation, Resource Centers, Resource Materials, *Speech Education

Identifiers—Project Follow Through, Project Headstart

This study investigated and evaluated speech and language arts improvement in pre-school and early elementary programs for the culturally disadvantaged. Using the Headstart and Project Follow Through programs, an examination was made of (1) the scope of the various programs as revealed by quality, personnel, finances, cost, academic emphasis, and parent participation, (2) the children enrolled in the programs (white, Negro, Spanish-American, Indian), (3) the availability of books and resources in language arts, and (4) the Bereiter-Engelmann structured approach to language learning. Statistical data were cited to help provide guidelines for a national restructuring of pre-school compensatory programs. Recommendations called for inservice programs in speech education and language arts, parent involvement in language arts programs, resource information centers in all 50 states, and the involvement of speech educators in all phases of education for the disadvantaged. (Author/JM)

ED 044 411 TE 002 100

Parker, Robert Prescott, Jr.

The "New English" in England and America: 1958-1968.

Pub Date 68

Note—246p.; Ph.D. Dissertation, Northwestern University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-6973, MFilm $3.20, Xerography $11.25)

Document Not Available from EDRS.

Descriptors—Affective Behavior, Cognitive Development, *Comparative Education, Curriculum Development, Educational Philosophy, *English Education, English Instruction, *English Programs, Literature Reviews, Teacher Attitudes, Teaching Procedures

Identifiers—England, United States

Using recent books, articles, research reports, conference working papers, and publications of Curriculum Centers in English as a base, this study examines and compares two major current approaches used in the definition and teaching of English. In the American approach, the emphasis is placed on the development of a discipline model of English which identifies the underlying structure of the discipline and utilizes it in constructing cumulative, sequential curricula. The emphasis in the English approach is directed toward the development of a process model which focuses on the child rather than on the subject. The study concludes that the American discipline model stresses the intellectual mastery of content; ignores the affective dimensions of reading, talking, and writing; measures abstract thinking, and impersonal, logical writing; and is uncompromisingly cognitive. The British process model attempts to unify English; stresses personal writing and the habit of active, imaginative response to literature; and is activity oriented. (Author/JM)

ED 044 412 TE 002 106

Egland, George O.

Speech and Language Problems: A Guide for the Classroom Teacher.

Pub Date 70

Note—277p.

Available from—Prentice-Hall, Englewood Cliffs, New Jersey 07632 ($6.95)

Document Not Available from EDRS.

Descriptors—Aurally Handicapped, *Classroom Techniques, Corrective Reading, Hearing Therapy, *Language Handicaps, Parent Participation, Primary Education, Remedial Reading, Secondary Education, *Speech Handicaps, Speech Improvement, Speech Pathology, Speech Therapy, *Teacher Education, Teamwork

The various speech and language problems found at the elementary and secondary school levels are defined in this book which also suggests methods for the analysis, prevention, and correction of such problems within the classroom. Emphasis is placed on the team approach, in which teachers cooperate with reading and speech therapists, parents, and others who could aid in speech correction. Included are selected case examples and, at the end of each of nine chapters, a list of supplementary references, questions for class discussion and testing, and suggested term paper topics intended for the teacher trainee and others in related fields. (JMC)

ED 044 413 TE 002 107

Slack, Robert C.

The Primary Goal in Teaching Literature.

Pennsylvania Council of Teachers of English.

Pub Date May 69

Note—6p.

Journal Cit—PCTE Bulletin; n19 p16-21 May 1969

EDRS Price MF-$0.25 HC-$0.40

Descriptors—*Educational Objectives, Emotional Experience, *Literature Appreciation, *Participant Involvement, *Student Reaction

A knowledge of literary forms, periods, and biographical background is of secondary importance in the study of literature, the primary function of which is to help students experience through feeling, intellect, and imagination what it is to be alive. This may be accomplished by the "inductive" or "discovery" method in which students are encouraged to examine the work under discussion and enter into the closest possible relationship with it. (MF)

ED 044 414 TE 002 109

Montgomery County Board of Education, Rockville, Md.

Pub Date 67

Note—195p.

Available from—Mason Nelson, Montgomery County Public Schools, Director of Supply Management, Lincoln Center, Stonestreet Ave., Rockville, Maryland 20850 ($5.00, Supply limited; make checks payable to Montgomery County Public Schools)

EDRS Price MF-$0.75 HC-$9.85

Descriptors—Child Development, Childhood Attitudes, Childhood Interests, Childhood Needs, Classroom Techniques, Composition Skills (Literary), Creative Teaching, *Curriculum Guides, English Instruction, *Individualized Instruction, Individual Needs, *Language Arts, *Primary Education, *Reading Instruction

Emphasizing successful reading instruction as a nonrepetitive, creative process which provides the child with both challenge and opportunities for success, units in this handbook focus on the child as an individual--his behavior, his maturity, and his capacities for understanding, learning, and creating. Each of the 10 units provides teaching techniques and classroom examples concerning the child as he (1) explores and discovers, (2) listens, (3) talks, (4) expresses his ideas in writing, (5) feels competent, (6) gives clues to the teacher, (7) follows clues given by the teacher, (8) learns to select materials and activities, (9) helps and is helped by other children, and (10) thinks for himself. Appended are suggestions for teacher preparation, for developing specific reading skills, and for the use of audio-visual materials; recommended independent learning activities; a section on language development in the content fields--science, social studies, math, art, and music; and a brief bibliography. (JMC)

ED 044 415 TE 002 110

Elective English Program of Kaukauna, Wisconsin, High School: Philosophy, Student Catalogue, and Sample Units.

Kaukauna Joint District 2, Wis.

Pub Date [68]

Note—60p.

EDRS Price MF-$0.50 HC-$3.10

Descriptors—Composition (Literary), *Curriculum Design, Drama, *Elective Subjects, Elementary Education, *English Curriculum, *High School Curriculum, Individualized Instruction, Language, Literature, Paragraph Composition, Relevance (Education), Secondary Education, Sentence Structure, Student Needs, Thematic Approach

An approach to a language, literature, and composition curriculum designed to help students develop both an ability to think and an appreciation of themselves is summarized. Materials include (1) a listing of the main features of a communications curriculum from elementary through secondary school, (2) a rationale for the curriculum, which indicates that the high school student be required to fulfill a certain number of English credits, yet be allowed to elect from ungraded, 3-, 6-, or 9-week units, (3) an annotated student catalogue of more than 100 course offerings (one-third of which are offered each semester), including such units as a 3-week unit on humor and language, a 6-week workshop on classroom leadership, and 9-week units on the classics, poetry of the 1960's, and the existentialist and society, and (4) two sample 6-week units for upperclassmen--one on the sentence and paragraph which uses transformational generative grammar techniques to develop a sense of sentence structure, and the other, a drama workshop which provides general and specific unit objectives, week-by-week unit plans, and suggestions for ways to handle a basic plot germ, conflict, setting, dialogue, and play analysis. (JB)

ED 044 416 TE 002 116

Heyer, Robert Meyer, Anthony

Discovery in Film.

Pub Date 69

Note—219p.

Available from—paulist/Newman Press, 404 Sette Dr., Paramus, N.J. 07652 ($4.50 paper)

Document Not Available from EDRS.

Descriptors—Analytical Criticism, Communication (Thought Transfer), *Content Analysis,

*Discussion (Teaching Technique), Emotional Experience, *Films, *Film Study, Moral Values, Resource Materials, Thematic Approach

Seventy-eight "classic" short, non-feature films, cataloged according to six themes--communication, freedom, love, peace, happiness, and the underground--are discussed in this guide. The standard critique for each film has a fourfold purpose: (1) to indicate content and style; (2) to pose questions which provoke discussion; (3) to suggest resource materials for discussion and workshop potential (e.g., scenario outlines, interviews, poems, photographs, and quotations); and (4) to list the production background, major awards, and rental availability of each film in the United States and Canada. Selected illustrations and a list of producers and distributors are included as well as an appendix which offers a brief discussion of three major propaganda films, a selection of feature films--each classified according to one of the six themes, an essay on "-Teaching the Film," suggestions for the use of film in religious retreat situations, and an alphabetical index of the non-feature films discussed in the book. (JMC)

ED 044 417 TE 002 118

Student Selective Series for High School English.

Flint Public Schools, Mich.

Pub Date Sep 70

Note—293p.

EDRS Price MF-$1.25 HC-$14.75

Descriptors—Behavioral Objectives, Course Content, Course Objectives, *Curriculum Guides, *Elective Subjects, *English Education, Listening, Nongraded Classes, Reading, Relevance (Education), *Secondary Education, Speaking, Writing

This English curriculum guide describes over 40 content-centered high school courses grouped according to five difficulty levels for each of which specific reading, writing, listening, and speaking objectives are offered. It is oriented to the interests of students and covers such subject matter areas as Heroes, the Harlem Renaissance, America: Problems and Promises, Mythology in Literature, and Notetaking and Research. For each individual course, the guide includes a brief course description, behavioral objectives, lists of instructional materials, a suggested course outline, and suggested activities. No course has prerequisites and the student's concern with his educational needs acts as the chief control for his selection of specific courses. (DD)

ED 044 418 TE 002 124

The Promise of English. NCTE 1970 Distinguished Lectures.

National Council of Teachers of English, Champaign, Ill.

Pub Date 70

Note—130p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 04257, $2.00)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), Dialect Studies, *English Education, Higher Education, Language Arts, *Linguistics, *Literature, Literature Appreciation, Negro Culture, Negro Literature, Regional Dialects, Relevance (Education), Student Reaction, Teacher Role, Teaching Techniques, Writing Skills

The essays in this book point out an unhappiness with existent forms of English teaching and emphasize possibilities for a future in which the human-ness and humane-ness of literary, linguistic, and writing experiences will be encouraged. Authors and papers are (1) Louise M. Rosenblatt, "Literature and the Invisible Reader"; (2) Muriel Crosby, "Discovering the Art of the Language Arts"; (3) Warner G. Rice, "Higher Education in the 1970's"; (4) Darwin T. Turner, "The Teaching of Literature by Afro-American Writers"; (5) Frederic G. Cassidy, "-Collecting the Lexicon of American Regional English"; and (6) James M. McCrimmon, "Writing as a Way of Knowing." (MF)

ED 044 419 TE 002 132

Scannell, William J., Ed.

English Curriculum Guides K-12 and Criteria for Planning and Evaluation.

National Council of Teachers of English, Champaign, Ill. ERIC Clearinghouse on the Teaching of English.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 70

Contract—OEC-1-7-070870-5050

Note—35p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 00331, free, limited supply)

EDRS Price MF-$0.25 HC-$1.85

Descriptors—*Annotated Bibliographies, Composition (Literary), Criteria, Curriculum Development, *Curriculum Guides, *Elementary Education, English Curriculum, *English Instruction, Humanities, Language Arts, Literature, Poetry, Reading, *Secondary Education

This publication, compiled by the NCTE Committee on Curriculum Bulletins, provides informative and evaluative annotations for 33 elementary and secondary curriculum guides. These guides, reviewed and recommended in 1966-1970, are presented to provide models for schools and agencies in developing curricula and in writing guides. The annotations indicate availability and prices of the guides, including instruction on how to order those which are available through the ERIC Document Reproduction Service. As an additional aid, criteria for planning, evaluating, and revising English language arts curriculum guides are also included. (DD)

ED 044 420 TE 002 137

Casmir, Fred, Ed. Harms, L. S., Ed.

International Studies of National Speech Education Systems: Volume 1, Current Reports on Twelve Countries.

Pacific Speech Association, Honolulu, Hawaii.

Pub Date 70

Note—226p.

Available from—Burgess Publishing Company, 426 South Sixth St., Minneapolis, Minnesota 55415 ($7.50)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), *Comparative Education, *Educational Programs, Hearing Therapy, Oral Communication, *Organizations (Groups), Public Speaking, *Speech Education, Speech Therapy, Teacher Education, Theater Arts

The historical background and current status of speech-communication arts and sciences in 12 countries--Australia, Canada, Finland, Germany, Greece, Japan, Korea, Lebanon, New Zealand, Philippines, and Sweden--are presented in this book. Sections, by country, include descriptions of various facets of the country's speech education system, including names of institutions, organizations, and titles of major publications. Also included are a directory of European speech-communication scholars and a short biography of the author of each section. (JM)

ED 044 421 24 TE 499 845

Hine, Frances D. And Others

A Pilot Study of Evaluation Methods Relative to the Development of Visual Awareness in the Field of Art with Nine- and Ten-Year-Old Children Attending Fourth Grade. Final Report.

Los Angeles County Superintendent of Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-I-073

Pub Date Jul 70

Grant—OEG-9-9-140073-0049(057)

Note—79p.

EDRS Price MF-$0.50 HC-$4.05

Descriptors—Art Activities, *Art Education, Art Expression, Class Activities, Elementary Education, *Ethnic Groups, *Evaluation Techniques, Instructional Trips, Photography, Research Projects, *Socioeconomic Background, *Visual Perception

Using 144 nine- and 10-year-old children from diverse communities with various ethnic and socioeconomic backgrounds, this research project studied evaluation methods related to the development of visual awareness in the field of art education. Three types of visual studies--walking tours, classroom art work, study trips to an art museum--and a group of related art concepts served as an organizing framework for teachers in planning curriculum and instruction. A new approach to evaluation of art through the use of photography was developed and tested. Each child was asked to take three shots of an object during the school year to see if learning would carry over and influence what they did in the way of selecting and positioning objects they chose to photograph. Results indicated that the use of photography as an evaluation technique is sound, and is of particular value for children who have had limited environmental enrichment. (A review of related research, study methods, 27 tables showing methods and results, and a brief bibliography are provided.) (MF)

ED 044 422 24 TE 500 623

Wilcox, Thomas W.

A Comprehensive Survey of Undergraduate Programs in English in the United States.

Connecticut Univ., Storrs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1285

Pub Date 14 May 70

Contract—OEC-3-7-001285-2049

Note—230p.

EDRS Price MF-$1.00 HC-$11.60

Descriptors—Administrative Organization, *Colleges, Course Organization, English Curriculum, English Departments, *English Instruction, English Literature, English Programs, Freshmen, Instructional Staff, Language Instruction, Program Evaluation, Statistical Data, *Surveys, Tables (Data), *Undergraduate Study, *Universities

This survey, the result of a four-year study, classifies schools by size, geographical location, and type. Chapter one examines the composition, power, and nature of the English department. This includes description of its procedures for recruiting new faculty members and for awarding promotion and tenure, and an examination of teaching loads. The second chapter surveys the function and service obligations of the department. The most important of these, freshman English, is discussed at length. Other programs for non-majors and the department's contribution to the training of teachers are then reviewed. Chapter three is concerned with the English major and programs for his training. Plans and requirements for the major are analyzed, and concepts of the major are defined. Special provisions for majors, including honors programs, are then examined. The final chapter presents general conclusions about the problems confronting English departments. The general questionnaire used in the survey is contained in the report. Statistical support for specific topics discussed throughout the survey is provided in more than 90 tables. (Author/RL)

TM

ED 044 423 TM 000 062

Ott, Jack M.

Taxonomy of Administrative Information Needs: An Aid to Educational Planning and Evaluation.

Ontario Inst. for Studies in Education, Toronto.

Pub Date Mar 70

Note—17p.; Presented at the annual meeting of the American Educational Research Association, Minneapolis, Minnesota, March 1970

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—Administration, *Decision Making, *Educational Administration, *Educational Planning, Evaluation Needs, Feedback, *Information Needs, *Program Evaluation, Taxonomy

Identifiers—Taxonomy of Administrative Information Needs

Earlier work by this author (ED 034 298) attempted to provide a framework to aid project directors in planning change under Title I of ESEA. The present study attempts to develop a classification system (Taxonomy of Administrative Information Needs) to help evaluators and administrators anticipate information needs related to the decision making process. According to the taxonomy, an evaluation team assists the administrator by examining the target, general policies, objectives, program, resources, schedules, and program policy for internal and external inconsistencies or problems. The taxonomy suggests that information relevant to a decision may include the effects desired, changes suggested, strategies others have used, etc. The earlier classification system for decision situations and the Taxonomy of Administrative Information

Needs should greatly facilitate the work of evaluation teams by providing pertinent information related to decision making. There is still, however, little direct help for the evaluator in determining where and how to gather information. Additional research and development in these areas as well as testing and refining of the proposed taxonomy and classification system is needed. [Not available in hard copy due to marginal legibility of original document.] (Author/RF)

ED 044 424 TM 000 073

Conger, Anthony J. Jackson, Douglas N.

Suppressor Variables, Prediction, and the Interpretation of Psychological Relationships.

University of Western Ontario, London.

Report No—RB-125

Pub Date Mar 70

Note—30p.

EDRS Price MF-$0.25 HC-$1.60

Descriptors—Analysis of Variance, Correlation, Criteria, Mathematical Concepts, Measurement Techniques, Multiple Regression Analysis, *Prediction, Predictive Ability (Testing), Predictive Measurement, *Predictive Validity, *Predictor Variables, Psychological Studies, *Statistical Analysis, Statistics, *Suppressor Variables

The suppressor variable, a variable wholly uncorrelated with a criterion, but which nevertheless improves prediction because of its relationship with a predictor, is critically examined. For a suppressor so defined, formal identities are shown with part, partial, and multiple correlational procedures. It is demonstrated that if maximum prediction is the primary goal, the use of the suppressor approach is appropriate if, and only if, the suppressor-criterion correlation is zero. Otherwise multiple correlation will always yield a higher validity. Mathematical constraints are shown to be operating on suppressors with a resultant effect of producing minimal incremental validity for suppressors within the range of typical validity coefficients. It is also demonstrated that additional predictors will yield a greater increment in prediction in comparison with suppressors. On the other hand, because of its conceptual advantages, the formally equivalent part correlation is recommended over the multiple correlation approach for suppressor variables which enter into theoretical relationships and for the measurement of latent constructs. (Author/DG)

ED 044 425 TM 000 078

Shimberg, Benjamin

Prediction and Guidance.

Pub Date Sep 69

Note—8p.

EDRS Price MF-$0.25 HC-$0.50

Descriptors—Ability, Aptitude Tests, Disadvantaged Youth, Educational Counseling, *Educational Diagnosis, *Guidance Counseling, Intelligence Tests, Intervention, Minority Groups, Multiple Choice Tests, Performance, *Predictive Ability (Testing), Screening Tests, *Testing Problems, Test Interpretation, Test Results, *Vocational Counseling

Problems in the application and misapplication of test scores are discussed. Tests have been used to achieve optimum use of resources rather than optimum development of the individual. Or, they have been used to predict a child's achievement rather than to identify his learning difficulties. This latter use would indicate when and where intervention in the child's educational experience might be successful in changing his predicted score. Predicted scores can also be changed by training individuals to take tests successfully. The use of test scores to measure abilities relevant to the skills required for a given occupation is considered. Finally, numerous suggestions are made which would aid counselors in fulfilling their responsibilities. These include providing the individual with information concerning agencies and organizations which could help him improve in areas where deficient, and with adequate and comprehensible data aiding him to make decisions that are correct for him, based on his values and goals and not merely on test scores and resulting predictions. The recent growth of vocational technical institutions provides an alternative to the pressures for conformity that result in so many students attending four-year colleges when they would prefer some other type of education. (PR)

ED 044 426 TM 000 095

Lofgren, H.

Measuring Proficiency in the German Language: A Study of Pupils in Grade 7.

School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.

Pub Date Nov 69

Note—56p.

EDRS Price MF-$0.25 HC-$2.90

Descriptors—Curriculum, Factor Structure, *German, *Grade 7, Language Ability, Language Instruction, *Language Proficiency, Language Research, Language Skills, *Language Tests, Measurement Instruments, Measurement Techniques, Pronunciation, Second Language Learning, *Test Construction, Test Reliability, Vocabulary

Identifiers—*Sweden

An attempt was made to further the understanding of foreign language proficiencies and to formulate methods of testing them. Language testing is needed as a criterion of the efficacy of teaching. Consideration of the curriculum and analysis of the texts used would aid in test construction. A discussion of the design and content of language tests and a detailed summary of their subject-matter is provided. This study employed a battery constructed on the basis of Lado's theory regarding the relationship between language variables and integrated skills. Factor analysis of the resulting data produced a factor structure which included knowledge of vocabulary, structure pronunciation, intelligence, and language fluency. Analyses indicated that language proficiency could be seen as a closely knit unit and that correlations between different language tests are high. Suggestions are offered for further research. (PR)

ED 044 427 TM 000 102

Norden, K.

The Structure of Abilities in a Group of Deaf Adolescents.

School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.

Pub Date Mar 70

Note—25p.

EDRS Price MF-$0.25 HC-$1.35

Descriptors—*Ability Identification, Adolescents, Cognitive Processes, Concept Formation, Deaf Children, *Deaf Education, Deaf Research, *Factor Structure, Grade 8, Language Handicapped, Nonverbal Tests, Occupational Guidance, Personality Development, *Psychological Evaluation, *Student Ability, Test Validity, Thought Processes

Identifiers—Ravens Matrices, *Sweden

The development of psychological methods for assessing the abilities of deaf students could aid in the formation of educational programs and the provision of vocational guidance. A battery of tests designed to measure a wide range of functions was administered to all eighth grade students, average age 15, in schools for the deaf in Sweden. All tests, with the exception of those intended to measure verbal ability, were nonverbal. Results from the factor analyses showed that whether the tests were speeded or non-speeded influenced the factor structure. Separate analyses of the boys' and girls' results revealed considerable differences in factor patterns, thus suggesting essential differences in the ability structures. For the girls there seemed to be a strong bond between verbal, numerical, and reasoning tests, and for the boys a corresponding bond between spatial, numerical, and reasoning tests. Comparisons of the results for these deaf groups and those typical of normal subjects are noted. It is suggested that if teaching in schools for the deaf were supplemented with more concrete, manipulative materials and visual aids, problem-solving and mathematical ability in deaf students could be more highly developed. Detailed descriptions of the tests employed and analyses of the resulting data are provided. (PR)

ED 044 428 TM 000 111

Leventhal, Donald S. Stedman, Donald J.

A Factor Analytic Study of the Performance of 340 Disadvantaged Children on the Illinois Test of Psycholinguistic Abilities.

Duke Univ., Durham, N.C. Dept. of Psychology; Durham Education Improvement Program, N.C.

Pub Date Mar 67

Note—23p.

EDRS Price MF-$0.25 HC-$1.25

Descriptors—Caucasian Students, Cognitive Ability, Diagnostic Tests, *Early Childhood Education, Educationally Disadvantaged, *Factor Analysis, Language Tests, *Learning Disabilities, Linguistic Competence, Measurement Techniques, Negro Students, *Psycholinguistics, Racial Differences, *Standardized Tests

Identifiers—Head Start, *Illinois Test of Psycholinguistic Abilities, ITPA

The Illinois Test of Psycholinguistic Abilities (ITPA) is a psychodiagnostic instrument devised to assess theoretically discrete and basic cognitive skills. In its genesis the ITPA, comprising nine subtests, was designed to provide independent estimates of a child's level of functioning in each of the nine abilities theoretically addressed. Factor analyses of the ITPA subtest intercorrelations resulting from scores generated by 340 six-year-old children enrolled in a prekindergarten Head Start program cast doubt upon the independence of the abilities assessed. Issues relating to the practical use and future experimental work with the ITPA are discussed. (Author)

ED 044 429 TM 000 118

Meyer, William J. Goldstein, David

Performance Characteristics of Middle-Class and Lower-Class Preschool Children on the Stanford-Binet, 1960 Revision.

Syracuse Univ., N.Y. Dept. of Psychology.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 69

Note—20p.

EDRS Price MF-$0.25 HC-$1.10

Descriptors—Age Differences, Age Groups, Cognitive Development, Cultural Differences, *Intelligence Tests, *Performance, *Preschool Children, *Racial Differences, *Sex Differences, Test Interpretation

Identifiers—Head Start, *Stanford Binet 1960 Revision

The relative difficulty levels of Stanford-Binet items between the ages of four and six among prekindergarten Head Start children were studied. A comparison sample of prekindergarten white middle class children was included to evaluate the age norms on a culturally typical sample of children and to assess performance on the Binet as it might relate to cultural differences. The analyses required that the items be arranged in order of difficulty and then examined for the degree to which the reordered items appear in their assigned age groups. Similar analyses were conducted for all groups to determine variables due to sex and race differences. Results suggest that the age progression properties of the items are relatively consistent between lower and middle-class children, between males and females of either SES, and between races among lower class children; however, the age-placements of many items on the 1960 revision appear inappropriate, although the negative influence of such items is distributed evenly over SES, race and sex. Examples of item misplacement are discussed. (Author/LR)

ED 044 430 TM 000 124

A Study of the Developmental Behavior of Culturally Disadvantaged Children: A Special Study Report on the PAR.

Duke Univ., Durham, N.C.

Pub Date Mar 68

Note—35p.

EDRS Price MF-$0.25 HC-$1.85

Descriptors—*Behavior Development, Behavior Rating Scales, *Classroom Observation Techniques, *Culturally Disadvantaged, Early Childhood Education, Elementary Education, Instructional Improvement, *Intelligence Quotient, Preschool Evaluation, Preschool Programs, Primary Education, Sex Differences, *Student Evaluation

Identifiers—Bayley Scales, Education Improvement Program, EIP, PAR, *Preschool Attainment Record, Stanford-Binet, Wechsler Intelligence Scale for Children

Traditional measures of intelligence frequently yield low scores when applied to disadvantaged subjects. This study tests whether similar findings would result from measures of developmental behavior. Accordingly, the developmental behavior of 159 culturally disadvantaged children (85 boys, 74 girls) was assessed by systematic interviewing of preschool and elementary school teachers using the Preschool Attainment Record (PAR). The children, enrolled in the Education

Improvement Program (EIP) in Durham, North Carolina, were members of nine groups attending nursery, preschool, or ungraded primary school. Mean group ages ranged from 24.7 to 93.5 months. The results, by groups, are graphed and analyzed with respect to attainment age, attainment quotient, and the ambulation, manipulation, rapport, communication, responsibility, information, ideation, and creativity subscales of the PAR. Scores on the PAR are also compared with group mean scores on age-appropriate IQ measures. A steady decline in the rate of achievement and noticeable sex differences in performance appear as age increases. The measure proved useful and informative for evaluation purposes in this education improvement program for the culturally disadvantaged. Replication of the study with the same group and comparison with control groups are recommended to check the reliability of the findings. (LR)

ED 044 431 TM 000 125
Barker, Lawrence W. Mink, Oscar G.
The Mink Scale.
West Virginia Univ., Morgantown. West Virginia Center for Appalachian Studies and Development.
Pub Date Jul 68
Note—12p.
EDRS Price MF-$0.25 HC-$0.70
Descriptors—Academic Ability, Discipline, *Dropout Identification, Dropout Research, Family Background, Item Analysis, *Junior High School Students, Negative Attitudes, *Potential Dropouts, Predictive Measurement, *Predictive Validity, Predictor Variables, Prognostic Tests, *Rating Scales, Socioeconomic Status
Identifiers—*West Virginia
The Mink Scale is designed to differentiate between potential dropout and non-dropout students at the junior high school level. Items of the scale represent social, psychological, and educational factors established in previous dropout studies. A pilot study in five Appalachian counties compared scale responses for 189 (dropouts) former students who were in the seventh grade in 1961 and 262 (non-dropouts) high school seniors who were also in the seventh grade in 1961. A Chi-square test was employed to analyze each item. The great majority of the items not only discriminate significantly between total dropouts and non-dropouts but also between male dropouts and male non-dropouts, or female dropouts and female non-dropouts. A copy of the scale is included with the differentiating powers of each item indicated. A more detailed description of the scale is provided in TM 000 248. (LR)

ED 044 432 TM 000 133
Welsh, George S.
Gifted Adolescents: A Handbook of Test Results.
North Carolina State Coll., Winston-Salem.
Pub Date Jun 69
Note—185p.
Available from—Prediction Press, Greensboro, North Carolina
Document Not Available from EDRS.
Descriptors—Academic Ability, Academic Achievement, *Adolescents, Age Differences, *Gifted, *High School Students, Interest Scales, Personality Tests, Sex Differences, *Student Characteristics, *Talented Students, Test Results
Identifiers—Adjective Check List, Concept Mastery Test, D-48 Non-verbal Intelligence Test, Governors School (North Carolina), Minnesota Multiphasic Personality Inventory, MMPI, Strong Vocational Interest Blank, SVIB, Welsh Figure Preference Test
The Governor's School of North Carolina is a residential summer program for talented and gifted juniors and seniors from all over the state. It is designed to provide a distinctive educational experience and to serve as an experimental laboratory for innovative instruction. This handbook reports on an extensive testing program carried out at the school in 1963, 1964, and 1965. The test battery covered intellectual aptitude and ability, creativity, personality, adjustment, interests, values, attitudes, and motivation. The six measures used are described and the results are tabulated by sex, division (academic or arts), section (English, French, Painting, etc.), and by subsets of these categories. Twenty-six Adjective Check List (ACL) profiles, 26 Minnesota Multiphasic Personality Inventory (MMPI) profiles, and 26 Strong Vocational Interest Blank (SVIB) profiles are included. It is suggested that these test results may be used for comparison with other groups of gifted or unselected adolescents. Suggestions are given for primary, secondary, and tertiary levels of analysis. Each of these is illustrated by use of the Governor's School results and national norms or other published results for one or more of the tests. Each of these analyses has considerable intrinsic interest. (Author/DG)

ED 044 433 TM 000 148
Hambleton, Ronald K. Traub, Ross E.
Information Curves and Efficiency of Three Logistic Test Models.
Massachusetts Univ., Amherst. School of Education.
Pub Date Mar 70
Note—19p.; Paper presented at the annual meeting of the American Psychological Association, Miami, Florida, March 1970
EDRS Price MF-$0.25 HC-$1.05
Descriptors—*Ability Identification, Data Collection, *Models, *Scoring, Simulation, Test Validity
The purpose of this study was to determine the efficiency of the estimates of ability provided by the one-parameter logistic model as compared to the estimates provided by the more general two- and three-parameter models. Several tests were simulated with item parameters meeting the assumptions of either the two- or three-parameter model. For each test, the information provided by ability estimates appropriate to the one-, two- and three-parameter models was compared at several ability levels. The results indicate that it is particularly important, when guessing affects test scores, to use the scoring system of the three-parameter model for estimating the ability of low-ability examinees. (Author)

ED 044 434 TM 000 152
Pietrofesa, John J. Wurtz, Robert E.
The Edwards Personal Preference Schedule.
Wayne State Univ., Detroit, Mich. Coll. of Education.
Pub Date Mar 70
Note—16p.; Paper presented at the annual meeting of the American Personnel Guidance Association, New Orleans, Louisiana, March 1970
EDRS Price MF-$0.25 HC-$0.90
Descriptors—*Career Choice, Group Norms, Individual Characteristics, Individual Needs, *Occupational Guidance, *Personality Tests, Profile Evaluation, *Psychological Needs, Rating Scales, Sex Differences, Statistical Analysis, Statistical Data, *Test Reliability, Test Validity, Vocational Counseling
Identifiers—*Edwards Personal Preference Schedule, EPPS
It has been hypothesized that personality needs have a significant impact upon eventual occupational placement. The Edwards Personal Preference Schedule (EPPS) was designed to provide researchers in Career development with a quick and convenient measure of a number of relatively independent personality variables, or needs. It gauges 15 such needs and provides measures of test consistency and profile stability. This study was designed to observe normative differences between groups previously given the EPPS (and reported in the research literature) and to ascertain if the EPPS normative group is representative of any population. Data were collected on previous studies, encompassing 24 male and 15 female groups, which reported means and standard deviations of sub-populations. Multiple t-tests were run through computer analysis. The results suggest that the representativeness of the test manual norm group and the sensitivity of the scales are questionable and that further research on the schedule is warranted. Scale sensitivity and differentiation are considered in more detailed in part II of the paper. Autonomy, for both men and women, appears to contribute little to differentiating among groups, and hence, any time a group is found to differ from the norm on this scale, they can be said to be really different. Problems related to such use of the EPPS and which require further research are raised. (Author/PR)

ED 044 435 TM 000 159
Dahllof, Urban S. Lundgren, Ulf P.
Macro and Micro Approaches Combined for Curriculum Process Analysis: A Swedish Educational Field Project.
Gothenburg Univ. (Sweden). Inst. of Education.
Spons Agency—Swedish National Board of Education, Stockholm.; Tri-Centennial Fund, Stockholm (Sweden).
Pub Date Apr 70
Note—40p.; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, Minnesota, March 1970
EDRS Price MF-$0.25 HC-$2.10
Descriptors—*Ability Grouping, Classroom Observation Techniques, Classroom Research, Cognitive Objectives, Curriculum Design, *Curriculum Evaluation, *Curriculum Research, *High School Students, Interaction Process Analysis, *Research Methodology, Research Projects, Secondary School Teachers, Statistical Analysis, Student Ability, Student Attitudes, Student Characteristics
Identifiers—*Sweden
The purpose of this field study was to test a "macro-model" stemming from earlier research on ability grouping. Dependent process variables such as methods of instruction, and time for school and homework were studied as a function of grouping characteristics of the class. The main data are "macro" in the sense that they refer to an entire school year and are related to elementary and advanced curriculum areas and objectives. Data was collected from 46 classes in grade 11 (age 18) in five subjects. Each class was visited 4 times a year with pupils and teachers answering questionnaires about content, method, time, problems, plans and attitudes. Achievement was controlled by tests and marks. The detailed interaction pattern was subject to a parallel "micro-study" of tape-recorded lessons in mathematics from a sample of eight classes. Thus, the teachers' decisions and planning of lessons with respect to the students and the part of the curriculum under study were examined in detail. The data were analyzed by Bellack's and Flanders' systems and also by a system which included curriculum content and student reaction. All of the data collected during this field project will be analyzed with regard to theoretical considerations of frames, process, and results. The main report of the project is expected to be available in 1971. (Author/CK)

ED 044 436 TM 000 160
Buktenica, Norman A.
An Early Screening and Task-Learner Characteristic Model of Prevention.
Pub Date Sep 70
Note—14p.; From symposium "Psycho-Educational Diagnosis of Children with Learning Disorders," American Psychological Association Convention, Miami, Florida, September 1970
EDRS Price MF-$0.25 HC-$0.80
Descriptors—Cognitive Processes, *Individualized Reading, *Learning Difficulties, Learning Disabilities, *Models, Reading Development, Reading Diagnosis, *Reading Difficulty, Reading Processes, Screening Tests, Student Characteristics, Symposia, *Task Analysis
Identifiers—Task-Learner Characteristic Model
There is need for early group assessment aimed at prevention of learning disorders, specifically reading disorders. An estimated 15% of elementary and secondary school students are reported to be handicapped in the area of reading. Early screening and matching of the learning ability of children with instructional programs holds promise to diminish school learning problems. From the beginning of formalized schooling, efforts have been made to analyze the task to reading. This task analysis has led from a visual or auditory approach to a meaning and code breaking approach. Most recently a model of perceptual characteristics of learners has been developed. A task-learner characteristic model is an attempt to generate a best-fit blend in instruction; that is, the learner and his characteristics are blended in the most appropriate way with the task that he is to learn. Copies of the models developed are appended. (Author/CK)

ED 044 437 TM 000 161
Voege, Richard B.
Procedures for Evaluating Classroom Teachers in Certain School Districts in the State of Washington.
School Information and Research Service, Seattle, Wash.
Pub Date Jan 70
Note—5p.
Available from—School Information and Research Service, 100 Crockett Street, Room 224, Seattle, Washington 98109

EDRS Price MF-$0.25 HC-$0.35
Descriptors—Abstracts, Classroom Observation Techniques, Educational Objectives, *Evaluation Criteria, *Evaluation Methods, *Instructional Improvement, Self Evaluation, *Teacher Evaluation, Teacher Role
Identifiers—Washington
This abstract of a larger study provides a synthesis of the procedures for evaluating classroom teachers. The study was designed on the structured interview technique and 80 interviews were gathered from 40 randomly-selected evaluators and the 40 teachers whom they had evaluated. The criteria on which the interview instrument was based are delineated. These criteria, selected from the literature, and validated for use by an expert panel concern such issues as: the improvement of instruction; the use of educational objectives to guide teaching evaluation; formal plans for teacher evaluation (subject to periodical review); role definitions; training for evaluators; classroom observations; alleviation of tensions resulting from the evaluation process; procedures for resolving differences of opinion; and feedback to teachers. The conclusions derived from analysis of the data together with recommendations by teachers, evaluators, and the investigator for the improvement of teacher evaluation procedures are enumerated. A bibliography pertinent to the literature on teacher evaluation is included. A complete report on the study may be secured from the School Information and Research Service at the address noted above. (PR)

ED 044 438 TM 000 164
Holtzman, Wayne H.
The Changing World of Mental Measurement and Its Social Significance.
Pub Date Sep 70
Note—20p.; Presidential Address (Division 5) at the annual meeting of the American Psychological Association, Miami Beach, Florida, September 1970
EDRS Price MF-$0.25 HC-$1.10
Descriptors—Aptitude Tests, Computers, Educational Change, *Educational Equality, *Educational Innovation, *Evaluation, Measurement, *Measurement Techniques, National Norms, Objective Tests, Social Change, Standardized Tests, *Technological Advancement
Identifiers—National Assessment of Educational Progress
Prior to the late fifties test usage enjoyed a degree of acceptance which diminished as test impartiality was increasingly questioned. Criticisms of testing are delineated, including the discrimination implicit in normative testing itself and the application of resulting test scores. This criticism of measurement techniques has directed attention to other inequities in the educational system. Thus, the emergence of new educational techniques and related measurement techniques is a major force in educational reform, resulting in such innovations as new instructional techniques and curricula. Another important departure from standarized normative measures grows out of the increased concern for developing a national system of social indicators. One of the most significant changes in the field of mental measurement in recent years is a recognition of social, cultural, and linguistic variability. In conclusion, it is noted that the electronic computer is necessary to the implementation of most of the new developments in measurement. A bibliography is included. (Author/PR)

ED 044 439 TM 000 165
Weiss, David J.
Test Reviewing: Problems and Prospects.
Inter-Association Council on Test Reviewing.
Pub Date Aug 70
Note—53p.
EDRS Price MF-$0.25 HC-$2.75
Descriptors—*Evaluation, *Information Dissemination, Information Processing, Measurement Instruments, *Surveys, Technical Reports, *Test Reviews, Tests
The Inter-Association Council on Test Reviewing (IACTR) was established in 1967 as an outcome of a committee established two years earlier by the Division of Evaluation and Measurement of the American Psychological Association. Its purpose is to facilitate the dissemination of information on, and reviews of, tests and other measurement instruments. To this end, IACTR surveyed various test users and journal editors to ascertain their evaluation of the nature and availability of existing test reviews, and of current reviewing procedures. An analysis of the resulting data is presented in a comprehensive set of tables. In general, it was concluded that there is a need for more and improved test reviews that are comparative, comprehensive, integrative, and topical in nature, and designed for specific audiences. In addition, the dissemination procedures need to be improved. Recommendations for the improvement of the reviewing and dissemination processes are included. (Author/PR)

ED 044 440 TM 000 170
Evaluating the Elementary School: A Guide for Cooperative Study.
Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Elementary Schools.
Pub Date 64
Note—63p.
EDRS Price MF-$0.50 HC-$3.25
Descriptors—Accreditation (Institutions), Cooperative Planning, *Educational Improvement, Elementary Education, *Elementary Schools, *Evaluation Techniques, Faculty Evaluation, Guides, Instructional Improvement, Planning, Program Development, Program Effectiveness, *Program Evaluation, School Community Relationship, *Self Evaluation, Southern Schools
This guide is designed to enable a school to evaluate the effectiveness of its programs and to develop plans for improvement. Section I is concerned with evaluation in general, including the reasons for and probable outcomes of the evaluation process. Section II guides the faculty through the self-study by delineating the six major areas for consideration: purposes, programs, personnel, facilities, community school interaction, and coordination. Sixteen selected bibliographies are provided for the major areas considered in this section. Section III, building upon the data gathered under Section II, assists the faculty in summarizing planned school improvement projects and in determining priorities. The appendix contains the official outline to be used in preparing the report of the self-study and a review of the accreditation process. (Author/PR)

ED 044 441 TM 000 173
Carroll, John B.
Note on the Scoring of Foreign Language Speaking and Writing Fluency Tests.
Educational Testing Service, Princeton, N.J.
Spons Agency—College Entrance Examination Board, New York, N.Y.
Report No—RB-70-52
Pub Date Sep 70
Note—25p.
EDRS Price MF-$0.25 HC-$1.35
Descriptors—Correlation, *French, *Language Fluency, Language Proficiency, Language Skills, *Language Tests, Performance Tests, Predictor Variables, *Scoring, *Second Languages, Test Reliability, Test Validity, Written Language
Identifiers—*England
The problem of determining relative weights for quantity and quality in scoring foreign language speaking and writing fluency tests is studied. French speaking and writing fluency tests were administered to students of French in several schools in England. Data from these tests was analyzed to support the suggestion that scoring formulas should reflect two components of performance: (1) quantity of correct response, and (2) relative quality of response. Two quantity and five quality variables were identified and correlated. Using a priori reasoning and the correlations, several scoring formulas were tried. The study and the cross-validation study indicate that nonlinear combinations of raw scores, probably ratios and products, may be needed. (LR)

ED 044 442 TM 000 189
Smith, John E. And Others
The Prediction of School Dropouts in Appalachia—Validation of a Dropout Scale.
Note—15p.
EDRS Price MF-$0.25 HC-$0.85
Descriptors—*Dropout Identification, Dropout Research, *Dropouts, *High School Students, Item Analysis, *Predictive Measurement, Predictive Validity, Predictor Variables, Statistical Analysis, Test Reliability, *Test Validity
Identifiers—*Appalachia
The purpose of this study was to construct and validate a self-rating scale which can be easily administered and quickly scored for discriminating between those high school students who will dropout and those who will not. A 34-item scale was constructed for subjects with a fifth grade reading level. This scale was administered to 113 high school seniors and 113 dropouts matched on age and IQ. The Chi-square test and correlational analysis were conducted to examine the item characteristics. The results indicated that eighteen of the original thirty-four items with significant discrimination and predictive power ($p<.05$) could be retained in a revised scale. The items in the revised scale appear to fall into three main classes: (1) a failure syndrome, (2) involvement in extracurricular activities, and (3) home background. Extensive reliability and validity studies on the revised scale are planned. A copy of the original 34-item scale is included. (Author/CK)

ED 044 443 TM 000 190
Smith, John E. And Others
Dropout Scale.
Note—3p.
Available from—Part of TM 000 189; not available separately
Document Not Available from EDRS.
Descriptors—*Dropout Identification, Dropout Research, *Dropouts, *High School Students, Identification Tests, *Predictive Measurement, Predictor Variables, *Rating Scales, Seniors
Identifiers—*Appalachia
This prognostic or identification instrument is the original 34-item rating scale used in the validity study reported in TM 000 189. Its purpose is to identify dropout-prone high school students, particularly Appalachian adolescents. It is designed to be self-rating for all students who can read at or above the fifth grade level and to be easily administered and quickly scored. The items are simple multiple-choice questions. The pilot study revealed 18 of the 34 items to be sufficiently discriminating and predictive to be retained in the revised scale. (DG)

ED 044 444 TM 000 248
Barker, Lawrence W. Mink, Oscar G.
The Mink Scale.
West Virginia Univ., Morgantown. West Virginia Center for Appalachian Studies and Development.
Pub Date Jul 68
Note—3p.
Available from—Part of TM 000 125; not available separately
Document Not Available from EDRS.
Descriptors—Academic Ability, Discipline, *Dropout Identification, Family Background, *Junior High School Students, Negative Attitudes, *Potential Dropouts, Predictive Measurement, *Prognostic Tests, *Rating Scales, Socioeconomic Status
Identifiers—*Mink Scale, West Virginia
This scale is designed to aid in identifying dropout prone students. The instrument is a useful aid to professional judgment and may be used with upper elementary or junior high school students. The scale items are grouped in four sections: academic ability and performance, negative identification with education, family and socioeconomic status, and personal. The scale is completed by school officials who are, preferably, well acquainted with the student. School records, personal knowledge of the student, and information from other informed observers may be used when completing the scale. A description of a pilot study with the instrument appears in TM 000 125. The scoring procedure for the scale is not included. (LR)

ED 044 445 TM 000 249
Zullo, Thomas G.
Patterns of Perceptual Motor Skills in First and Fourth Year Dental Students.
Pub Date Feb 71
Note—10p.; Paper presented at the annual meeting of the American Educational Research Association, New York, February 1971
EDRS Price MF-$0.25 HC-$0.60
Descriptors—Age Differences, College Students, *Comparative Testing, *Dental Schools, *Factor Structure, Nonverbal Tests, Perception Tests, *Perceptual Motor Coordination, Performance Tests, Professional Training, *Psychomotor Skills

A battery of perceptual motor skills tests was administered to 107 freshman and 84 senior dental students for the purposes of determining the factor structure of the battery and studying differences between the two groups. The tests used included Minnesota Rate of Manipulation Test (MRM), Placing and Turning; O'Connor Finger Dexterity; O'Connor Tweezer Dexterity; Minnesota Spatial Relations; Crawford's Small Parts; and Purdue Pegboard, Both Hands and Assembly. Principal components analysis revealed Manual Dexterity, Finger Dexterity, Tweezer Dexterity and Spatial Relations as interpretable factors for both groups. Comparison of the factor patterns indicated that freshmen and seniors were least comparable on the Spatial Relations factors. It is suggested that as a result of three years of training, perceptual skills become interwined with motor skills and can no longer be expressed as an independent factor. (Author/PR)

ED 044 446 24 TM 000 255
Hoepfner, Ralph And Others
CSE Elementary School Test Evaluations.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency—Research and Development Centers Branch, DEL.
Bureau No—BR-6-1646
Pub Date 70
Contract—OEC-4-6-061646-1909
Note—138p.
EDRS Price MF-$0.75 HC-$7.00
Descriptors—Achievement Tests, Affective Tests, Cognitive Tests, *Educational Objectives, Educational Testing, *Elementary Grades, Evaluation Criteria, Grade 1, Grade 3, Grade 5, Grade 6, *Standardized Tests, *Test Reviews, *Test Selection, Test Validity
Identifiers—*School Evaluation Project
This is a comprehensive listing of tests, keyed to educational objectives of elementary school education, and evaluated by measurement experts and educators. Four main criteria were selected for evaluating the tests: measurement validity, examinee appropriateness, administrative usability, and normed technical excellence; these four main criteria are sub-divided into 24 aspects. Approximately 1600 scales and subscales of the listed tests are given a numerical rating for each of the 24 aspects (based on given standards) and are then graded as good, fair, or poor for each of the main criteria. Each grade level section details 145 goals of elementary school education and lists the published instruments readily available to assess achievement of each goal at the level. For easy use by school principals and superintendents, who do not necessarily have technical expertise in educational measurement and evaluation, the objectives, relevant test titles, and the test evaluations, appear in one table for each grade. Indexes of goals, tests, publishers, and distributors of tests, are included. This report is part of an Elementary School Evaluation Kit now being developed by the School Evaluation Project at the Center and has been given early publication. (AE)

ED 044 447 TM 000 258
Naegle, V. J.
The Evaluation of Instructional Materials. Bibliography.
Mid-Atlantic Region Special Education Instructional Materials Center, Washington, D.C.
Pub Date Sep 70
Note—5p.
EDRS Price MF-$0.25 HC-$0.35
Descriptors—*Bibliographies, *Evaluation, Evaluation Needs, Information Sources, *Instructional Aids, *Instructional Materials, Instructional Materials Centers, Instructional Media, Resource Centers, *Special Education
This unannotated bibliography, indexed by author, provides consumers of instructional materials with reliable information which could aid them in determining the appropriateness of a material. It is not concerned with any other aspect of evaluation. Articles written prior to 1970 are not included. Current Index to Journals in Education, Research in Education, and suggestions by Regional Centers of the Special Education Instructional Materials Center (SEIMC) network were used in compiling the bibliography. (PR)

ED 044 448 TM 000 266
Olson, Arthur V. Rosen Carl L.
Exploration of the Structure of Selected Reading Readiness Tests.
Pub Date Feb 71
Note—9p.; Paper presented at the annual meeting of the American Educational Research Association, New York, February 1971
EDRS Price MF-$0.25 HC-$0.55
Descriptors—Achievement Tests, *Early Childhood Education, Factor Analysis, *Factor Structure, Grade 1, Perception Tests, *Predictive Ability (Testing), Predictor Variables, Reading Ability, Reading Diagnosis, *Reading Readiness Tests, *Reading Research
Identifiers—*Stanford Achievement Test Primary I
A variety of factor analysis techniques were employed to explore the structure of five reading readiness instruments (Gates Reading Readiness Test, Developmental Tests of Visual Perception, Metropolitan Readiness Tests, Specially Constructed Readiness Test by Olson, Wechsler Intelligence Scale for Children) as predictor variables of performance on the Stanford Achievement Test - Primary I, a commonly-used achievement test in reading at the first grade level. The identification of abilities that might underlie various readiness measures was of particular interest. The six instruments were administered to 218 first grade children representing a stratified sample of the socioeconomic make-up of three elementary schools in a southeastern city of 45,000 people. Four major factors were isolated: Verbal-Conceptual, Auditory-Visual Association, Specific Readiness, and Specific Perceptual Organization. These results are discussed in terms of previous reading readiness research. It is concluded that there continues to be a need for investigations of reading readiness constructs with the goal of further isolating those factors which seem most critical to specific reading behaviors at particular points in the developmental sequence. (PR)

UD

ED 044 449 UD 010 687
Mercer, Charles V. Newbrough, J. R.
The North Nashville Health Study: Research into the Culture of the Deprived.
George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Report No—IMRID-BSM-8
Pub Date 67
Note—119p.
EDRS Price MF-$0.50 HC Not Available from EDRS.
Descriptors—Cultural Differences, *Demography, *Disadvantaged Groups, Family Health, *Health Conditions, Health Needs, Health Services, Interviews, Negro Culture, Negro Population Trends, Population Trends, Public Health, *Racial Differences
Identifiers—George Peabody College for Teachers, *Nashville, Tennessee
This research study investigates the perceptions of a low income population in North Nashville, Tennessee. The specific purposes were to describe demographic and social-psychological characteristics of the population, as well as the population's perceptions and knowledge of health problems and facilities. The information was collected through interviews. A random sample of households was selected, and 108 interviews were completed (88 Negro and 20 white households). The Negro and Caucasian groups within the sample were shown to have rather different demographic characteristics; the Negro group, for example, was somewhat younger and slightly larger. The two groups were also found to report different patterns of health problems and treatment sought; the frequency of reported health problems, for example, was higher for whites. In both groups, health problems were most frequently attributed to unknown causes. The treatment of choice was to consult a physician. Payment by the individual for treatment was more likely for those in higher occupational levels, from 20 to 40 years old, and Negroes. Behavior in response to perceived health problems can be viewed as reflective of the responses and alternatives available to people. [Not available in hard copy due to marginal legibility of original document.] (Author/JW)

ED 044 450 UD 010 692
Wormack, Leslie
Stevens Technical Enrichment Program: Report on Summer 1970.
Stevens Inst. of Tech., Hoboken, N.J.
Pub Date 15 Oct 70
Note—37p.
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—Academic Achievement, Aspiration, *Compensatory Education, *Disadvantaged Youth, Educational Disadvantagement, Enrichment Programs, Motivation, Science Curriculum, Science Instruction, *Science Programs, Self Concept, *Summer Programs
Identifiers—STEP, Stevens Institute Of Technology, *Stevens Technical Enrichment Program
The goals of the Stevens Technical Enrichment Program (STEP) are to seek out economically and educationally deprived high school students who show potential in science and mathematics, and to train and motivate these students to enter college. Students were selected from high schools in Hoboken and Newark, New Jersey, as well as from New York City. In conjunction with the high schools involved, STEP set up an intensive summer program at Stevens Institute of Technology, and followup programs during the academic year. Students continue in STEP until graduation, attending summer programs every year. The summer curriculum placed heavy emphasis on the development of mathematical, language, and laboratory skills. Through the rigorous academic schedule, educational field trips, and living experience on campus, the students developed academic skills and self-awareness. As a result, the level of interest, involvement, and scholarship was very high. Because of the high level of academic proficiency demonstrated, academic credit may be awarded for satisfactory ratings. In three years, STEP has graduated 30 seniors, 25 of whom have become freshmen in college. None, or at best few, of these young men would have gone on to college if they were not in STEP. [Not available in hard copy due to marginal legibility of original document.] (Author/JW)

ED 044 451 UD 010 693
ESEA Title I Components: Executive Abstracts; Evaluation 1969-1970.
Los Angeles Unified School District, Calif.
Pub Date Sep 70
Note—64p.
EDRS Price MF-$0.50 HC-$3.30
Descriptors—*Academic Achievement, Academic Performance, Achievement Tests, Community Involvement, Educational Legislation, Federal Programs, Health Services, *Intergroup Relations, Mathematics Instruction, *Parent School Relationship, *Program Evaluation, Reading Instruction, Staff Improvement, Student Evaluation, Teacher Evaluation, Teaching Methods
Identifiers—California, *Elementary Secondary Education Act Title I, ESEA Title I Programs, Los Angeles City Schools
This report includes abstracts and evaluations of various ESEA Title I programs in the Los Angeles City Schools during 1969-70. In the five years since spring 1966, ESEA funds and programs have produced great variability in density of services, pupil-teacher ratios, curriculum materials, etc. In 1969-70, under new state guidelines, the following components were mandated, regardless of level: reading and mathematics instruction, auxiliary services (health, counseling, and attendance), parental involvement, intergroup relations, and staff development. Saturated services were the thrust, with the objective of providing as much ESEA intervention as possible for the disadvantaged. Guidelines for the school district mandated a per-capita expenditure for each child; projects concentrated on the younger grades; teaching accountability became a common phrase; performance objectives entered the evaluation field; local-school principals had unprecedented autonomy in writing individual proposals for the educational program at their school; and, the community became more involved in education. Hard data from standardized achievement tests seemed to say that students were learning better than before; evalua-

tive findings on other aspects of these programs are also considered encouraging. (Author/JW)

ED 044 452 UD 010 694

Penner, Louis A.

Interpersonal Attraction Toward a Black Person as a Function of Value Importance.

Pub Date Sep 70

Note—29p.; Paper presented at the Annual Convention of the American Psychological Association, Miami Beach, Fla., September 1970

EDRS Price MF-$0.25 HC-$1.55

Descriptors—College Students, *Interpersonal Relationship, Personal Values, Political Attitudes, Race, *Race Relations, *Racial Attitudes, Social Attitudes, *Values

Identifiers—Rokeach (M), Theory Of Values

The purpose of this study was to test two hypotheses derived from Rokeach's (1968) theory of values and value change. These were: (1) that interpersonal attraction toward a black person will be correlated with the importance of the value, "equality," and (2) that changes in the importance of the value, "equality," will be accompanied by changes in interpersonal attraction toward a black person. Seventy-six white male and female undergraduates, half of whom received a procedure designed to increase the importance of the value "equality" ranked Rokeach's terminal values twice. Following the second administration of the value scale, the subjects engaged in a ten-minute conversation with a black person. Seven measures of interpersonal attraction--general liking, perceived value similarity, perceived behavior similarity, eye contact, posture, head distance, and foot distance--were obtained from the interaction. Significant correlations were found between the ranking of "equality" and perceived value similarity, perceived behavior similarity, and eye contact. Also it was found that the group of subjects that received the value change procedure looked at the black person significantly more than did the group that did not receive this procedure. (Author/JW)

ED 044 453 UD 010 698

Sperry, Len T.

The Curriculum System Operating in Urban Schools.

Spons Agency—Illinois State Commission on Urban Education, Springfield.

Pub Date May 70

Note—14p.

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—*Community Control, Curriculum Design, *Curriculum Development, Curriculum Evaluation, *Curriculum Planning, Educational Improvement, Educational Problems, Relevance (Education), *Teacher Participation, *Urban Education

This paper presents a contextual statement from which to consider contemporary educational problems. The operations of the curriculum system in an urban environment are surveyed. The three primary functions of the system (production, implementation, and evaluation) have been described in depth. It is suggested that issues such as decentralization, control, relevance of content, and improved instruction are basically curriculum questions with interrelated functions and effects upon the total curriculum system. Examples are cited from the Chicago Public Schools as a typical urban school system. [Not available in hard copy due to original legibility of original document.] (Author/DM)

ED 044 454 UD 010 699

Wright, Charlene And Others

Prenatal-Postnatal Intervention: A Description and Discussion of Preliminary Findings of a Home Visit Program Supplying Cognitive, Nutritional and Health Information to Disadvantaged Homes.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Sep 70

Note—39p.; Paper presented at the Annual Convention of the American Psychological Association, Miami Beach, Fla., September 1970

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—*Child Care Workers, *Child Development, Economically Disadvantaged, Family Involvement, Family Problems, Family School Relationship, Home Visits, *Infancy, Mother Attitudes, *Nutrition, Paraprofessional School Personnel, *Parent Child Relationship, Perceptual Development, Perceptual Motor Learning, Prenatal Influences

This paper describes the development of a program which uses paraprofessional home visitors, known as Child Development Trainers, as disseminators of information necessary for the growth and development of the fetus and young infant. These Trainers serve a low income population. Weekly home visits were designed to aid the expectant mother to understand nutritional needs and prepare for the arrival of her new infant. Difficulties of recruiting and convincing families are discussed, and the advantages of using the paraprofessional are explored. Data include pre- and postnatal dietary records of mothers and children which document the need for more attention to nutrition in low income families. Weekly reports of paraprofessionals were condensed and presented to show demographic data, parental participation, maternal attitudes, and changes in these attitudes over time. [Not available in hard copy due to marginal legibility of original document.] (Author/DM)

ED 044 455 UD 011 001

Resnick, Solomon

Black Power and Education: The SEEK Experience at Queens College. Community Issues, May 1970.

City Univ. of New York, Flushing, N.Y. Queens Coll.

Pub Date May 70

Note—11p.

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—*Activism, African American Studies, Black Power, *Compensatory Education Programs, *Educational Disadvantagement, Educational Discrimination, Educational Improvement, Educational Problems, Race Relations, Relevance (Education), Student Alienation, *Student College Relationship, Teacher Attitudes, Urban Universities

Identifiers—*Search Elevation Through Education And Knowledge, SEEK Program

During six months of the 1969-70 school year, Queens College was besieged by demonstrations by the black and Puerto Rican Student-Faculty-Counselor Coalition. While the situation was similar to that at other campuses in that drastic polarization and racial animosities were exacerbated, it was unique in one crucial aspect. Demonstrations at other colleges were generally directed toward creation of Black Studies programs and increased black student enrollment. The conflict at Queens, however, was about the way in which Operation SEEK, a remedial program for black students, was to be run. Perhaps for the first time, the principles of Black Power were being applied to preparing students from ghetto areas for college work. The tragedy of the situation was not property damage or the breakdown of order, but that both sides developed such rigid positions that crucial educational issues were never really confronted. The academic establishment became highly emotional and was more concerned with its own standards than with the needs of the program, while the Coalition placed more emphasis on black ideology, and a precious opportunity was lost. [Not available in hard copy due to marginal legibility of original document.] (Author/DM)

ED 044 456 UD 011 002

Robinson, Jackie

The SEEK Program: A SEEK Student's View. Community Issues, July 1970.

City Univ. of New York, Flushing, N.Y. Queens Coll.

Pub Date Jul 70

Note—16p.

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—*Activism, African American Studies, Black Power, *Compensatory Education Programs, Educational Disadvantagement, Educational Discrimination, Educational Improvement, Educational Problems, Negro Students, Puerto Rican Culture, *Race Relations, Relevance (Education), Student Alienation, Student College Relationship, Student Teacher Relationship, Teacher Attitudes, *Urban Universities

Identifiers—*Search Elevation Through Education And Knowledge, SEEK Program

The Search for Elevation through Education and Knowledge (SEEK) experience at Queens College has been a hectic and strained undertaking, culminating in a confrontation between black and white students which gained national attention. The white community at Queens reacted negatively towards SEEK students, faculty, and counseling staff. The frustration of the black and Puerto Rican community was the result of almost three years of coping with racism, budgetary mismanagement, and a dearth of black courses and teachers, and was aggravated by organizational changes which were seen as a move to destroy the SEEK program. This led to the formulation of the black and Puerto Rican Student-Faculty-Counselor Coalition. The Coalition outlined proposals designed to improve the quality of education. Demonstrations were planned to force the college to negotiate in good faith, but most of the efforts to improve education were frustrated. Black educational complexes are the only alternative to poor education of black people. [Not available in hard copy due to marginal legibility of original document.] (Author/DM)

ED 044 457 UD 011 012

[Evaluations of ESEA Title I Summer 1970 Programs of the Toledo Public Schools, Ohio.]

Toledo Public Schools, Ohio.

Pub Date 70

Note—49p.

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—*Compensatory Education Programs, Outdoor Education, *Program Evaluation, *Recreational Programs, Resident Camp Programs, Statistical Data, *Summer Programs, Summer Schools

Identifiers—Bicycle Program, Camping Program, Community Summer School Program, *Elementary Secondary Education Title I, ESEA Title I Programs, Ohio, Operation Recover, Outward Bound, Physical Skills Development Program, Swim For Your Life, Toledo Public Schools

This is a series of seven reports describing and evaluating the following physical or basic skills development programs: Bicycle Program, Camping Program, Swim For Your Life, Outward Bound, Physical Skills Development Program, Community Summer School Programs, and Operation Recover. Modes of program operation and statistical data about students participating in the programs are detailed. Feedback from participants and recommendations for program improvement are also included. [Not available in hard copy due to marginal legibility of original document.] (DM)

ED 044 458 UD 011 013

Landes, Rosalind

Public Education in New York City.

First National City Bank, New York, N.Y.

Pub Date Nov 69

Note—29p.

EDRS Price MF-$0.25 HC-$1.55

Descriptors—*Business Responsibility, City Problems, Cultural Factors, Decentralization, *Economic Disadvantagement, Educational Finance, Public Education, *Racial Factors, *Reading Improvement, Reading Level, *Urban Education

Identifiers—New York City

One of the major concerns of the First National City Bank's Public Affairs Committee is the cost and quality of urban education. The Bank's Regional Economics Section inquired into various aspects of public education in New York City. While the study is considered as a tentative exploration of a complex subject, questions concerning businessmen and citizens have been raised. The number of children in the public schools has grown by more than 20 percent since 1950, with blacks and Puerto Ricans comprising over 50 percent of the pupils. The school budget has increased by about 150 percent since 1960-61. The race/poverty nexus appears to correlate highest with low reading levels, and evidence suggests that the quality of the principal and staff has a profound influence on improvement in reading levels. Intermediate and high schools inherit problems of the elementary schools as well as additional serious problems. Finally, business has a vital role to play in education, not only in fostering the introduction of higher efficiency and cost/benefit thinking into the system, but also in direct assistance to vocational education, work-

study, and other business-oriented programs in the schools. (Author/DM)

ED 044 459 UD 011 019
Alloway, David N. Cordasco, Francesco
Minorities and the American City: A Sociological Primer for Educators.
Pub Date 70
Note—134p.
Available from—David McKay Company, Inc., New York, N.Y. ($1.95)
Document Not Available from EDRS.
Descriptors—*City Problems, Culture Conflict, Economic Disadvantagement, Power Structure, Psychological Characteristics, *Race Relations, Racial Integration, *Social Change, Social Mobility, Urban Areas, *Urban Education, *Urban Environment, Urban Immigration, Urbanization
This monograph attempts to set the new minorities of American cities within a historically intelligible context. Although it addresses itself to educators and schools, it is not limited to this audience alone, and seeks to clarify the complexity as well as the origin of urban "problems." Major concepts from the literature on urbanization have been distilled so that a basic conceptual design may emerge. Power, authority, responsibility, ethnocentrism, class, racial antagonisms, social reform movements, and problems of leadership are related to psychological and sociological components. A clear apprehension of the context and milieu in which education functions is considered imperative if the schools are to continue to provide avenues of social mobility for new residents. (Author/DM)

ED 044 460 UD 011 025
Bibliography on School Decentralization and Community Control. Community Issues, June, 1970.
City Univ. of New York, Flushing, N.Y. Queens Coll.
Pub Date Jun 70
Note—33p.
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—Activism, *Bibliographies, Community Action, *Community Control, *Community Involvement, *Decentralization, Teacher Strikes
Identifiers—*New York City
This bibliography is divided into three main sections: (1) decentralization and community control; (2) the New York City School Strike; and, (3) the growing community school movement. It incorporates much of the bibliographies from the Center for Urban Education, "Integrated Education," Paul Klapper Library of Queens College, and the Institute's own publication, "Community." [Not available in hard copy due to marginal legibility of original document.] (Author/DM)

ED 044 461 UD 011 026
Majority-Black School Districts in the 11 Southern States.
Race Relations Information Center, Nashville, Tenn.
Pub Date Jul 70
Note—104p.
Available from—Race Relations Information Center, P.O. Box 6156, Nashville, Tenn. 37212 ($2.00)
EDRS Price MF-$0.50 HC-$5.30
Descriptors—Economic Factors, Educational Administration, *Government Role, Public School Systems, *Race Relations, *Rural Schools, School Districts, *School Integration, Southern Attitudes, *Southern Schools, Southern States, Statistical Data
Little has been compiled relating to research on the 300 Southern, rural majority-black public school districts. The question of how to desegregate these districts has been as difficult to answer as it has been in the big cities. For several years the Federal government has applied a different set of standards for desegregation compliance, but now the majority-black districts must technically meet the same desegregation standards to continue receiving Federal funds. The statistical tables and analysis in this report identify which districts are actually majority-black. On-the-spot reports from seven representative school districts reveal data about the history and economics of the areas, as well as attitudes of both blacks and whites on state and community levels as to the future of the public schools. [Part of the statistical appendix (p.56) will not reproduce clearly in hard copy because of the size of the print.] (Author/DM)

ED 044 462 UD 011 027
Lewis, Jerry M. Sites, Paul
Decision Making in Black Working Class Families.
Kent State Univ., Ohio.
Pub Date 70
Note—13p.; Paper presented at the Annual Convention of the American Sociological Association, Washington, D.C., 1970
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—Black Community, *Decision Making, *Family (Sociological Unit), Family Attitudes, *Family Characteristics, Heads of Households, Individual Power, *Negroes, *Negro Mothers
Identifiers—Ohio
This report attempts to describe empirically the decision making processes of black families. A black community in Northeastern Ohio was the subject of the study. Information was obtained from interviews with both the husband and wife of 203 families. In addition, an analysis of each subject's perception of his family's orientation is included. The Family Decision Making Scale, developed by Blood and Wolfe in "Husbands and Wives," is used to quantify results. The mean score for husbands is 6.8; and 6.7 for wives. Thus, the mean score for both husbands and wives is in a patriarchial direction. Only two percent of the husbands saw the power structure of the family as wife dominant, while 25 percent saw it as equalitarian, with the overwhelming majority, 73 percent, seeing it as husband dominant. Nearly the same is true for the wives, with the percentages being 4, 34, and 62 respectively. In conclusion, the findings show that not all black families are matriarchal as the popular sterotype holds and as some sociological studies seem to indicate, the black working-class families studied in this report being somewhat more patriarchal. [Not available in hard copy due to the marginal legibility of the original document.] (Author/JW)

ED 044 463 UD 011 033
Venditti, Frederick P.
Guidebook for Discussion Leaders for Solving Multi-Ethnic Problems: A Simulation Game for Elementary and High School Teachers.
Tennessee Univ., Knoxville. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Grant—OEG-6-37-012
Note—109p.
Available f.om—Anti-Defamation League of B'nai B'rith, 315 Lexington Ave., New York, N.Y. 10016 (Price not known)
EDRS Price MF-$0.50 HC-$5.55
Descriptors—*Discussion Groups, Elementary School Students, *Games, Integration Methods, Leaders Guides, Management Games, *Race Relations, Racial Integration, Role Playing, *School Integration, Secondary School Students, Sensitivity Training, *Simulation
Identifiers—*Valleybrook Lakemont Simulation Game
This booklet is a guidebook for leaders of small group discussions in the Valleybrook Elementary School-Lakemont High School Simulation Game. The game focuses upon typical problems of elementary and secondary schools with heterogeneous (racial and ethnic) student bodies. The information in the guidebook is confined to a brief explanation of the role of the leader of group discussions, some procedural and general suggestions for facilitating participant interaction, a brief discussion of role-playing, and a series of synopses of both filmed and written problems with related questions or suggestions appended. Incident Response Sheets for participants are also included. (Author/JW)

ED 044 464 UD 011 034
Venditti, Frederick P.
Participant's Handbook for Solving Multi-Ethnic Problems: A Simulation Game for Elementary and High School Teachers. Participant's Workbook...
Tennessee Univ., Knoxville. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Grant—OEG-6-37-012
Note—106p.
Available from—Anti-Defamation League of B'nai B'rith, 315 Lexington Ave., New York, N.Y. 10016 (Price not known)
EDRS Price MF-$0.50 HC-$5.40
Descriptors—Discussion Groups, Elementary Schools, *Games, Integration Methods, Management Games, *Race Relations, Racial Integration, Role Playing, *School Integration, Secondary Schools, *Simulation
Identifiers—*Valleybrook Lakemont Simulation Game
This booklet is a participant's handbook for playing the Valleybrook Elementary School-Lakemont High School Simulation Game. In this game, the participant tries to deal with simulated problems faced in desegregated schools. The participant either plays the role of Terry Patterson, a new fifth grade teacher in Valleybrook Elementary School, or that of Sandy Johnson, new teacher at Lakemont High School. Information presented to the participant in this booklet includes excerpts from faculty handbooks and student cumulative records. Additional information comes from (1) filmed orientation meetings and follow-up role-play sessions with the principals of Valleybrook, Lakemont, or of Valleybrook and Lakemont, (2) the content of the filmed and pencil-and-paper problems themselves, and (3) supplementary written information. A separate workbook of problems for the participant is also included. (Author/JW)

ED 044 465 UD 011 035
Venditti, Frederick P.
Program Director's Manual for Solving Multi-Ethnic Problems: A Simulation Game for Elementary and High School Teachers.
Tennessee Univ., Knoxville. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Grant—OEG-6-37-012
Note—137p.
Available from—Anti-Defamation League of B'nai B'rith, 315 Lexington Ave., New York, N.Y. 10016 (Price not known)
EDRS Price MF-$0.75 HC-$6.95
Descriptors—Discussion Groups, Elementary Schools, *Games, Integration Methods, Interpersonal Relationship, Management Games, *Race Relations, Racial Integration, Role Playing, *School Integration, Secondary Schools, *Simulation
Identifiers—*Valleybrook Lakemont Simulation Game
This manual has been prepared for the use of program directors who will assume the overall responsibility for planning and conducting the Valleybrook Elementary School-Lakemont High School Simulation Game. The game is created to give professional school personnel and prospective teachers opportunities to come to grips with typical problems of desegregated elementary and secondary schools. It is designed to pinpoint the most real and urgent problems, to generate intense personal involvement in heuristic problem-solving activities, and to promote meaningful human interaction in multi-cultural groups. In the game itself, majority-white elementary and secondary schools have been simulated in which players assume the roles of new teachers. The players practice solving typical problems in desegregated schools, which are presented on film, in written incidents, and through role-plays. The manual itself contains a description of the components of the game, instructions for conducting the game, discussion of administrative activities, and problem materials. (Author/JW)

ED 044 466 UD 011 036
Andrew, Dean C. Roberts, Lawrence H.
Final Evaluation Report on the Texarkana Dropout Prevention Program.
Education Service Center Region 8, Magnolia, Ark.
Pub Date 20 Jul 70
Note—118p.
EDRS Price MF-$0.50 HC Not Available from EDRS.
Descriptors—Compensatory Education, *Contracts, *Dropout Prevention, Dropout Problems, Dropouts, High Schools, Instructional Media, Junior High Schools, *Learning Difficulties, Performance Criteria, Performance Specifications, *Program Evaluation, *Remedial Instruction, Remedial Programs
Identifiers—Arkansas, Texas

The Texarkana Dropout Prevention Program is an educational innovation in which (1) a private company was placed under contract to set up special, remedial instruction in the public schools, and (2) the company was to be paid according to the results produced under a performance contract. Dorsett Educational Systems operated six rapid learning centers, providing instruction for students identified as potential dropouts. The students participated in two class periods each day at the center, which were individualized with a multimedia approach using audio-visual machines, programmed materials, and behavioral management techniques. It was held impossible to evaluate whether the participating students improved in verbal and mathematical skills, according to standardized tests, because the teaching of test items, or whether closely related test items in the program invalidated test results as measure of achievement. Other side benefits of the program did not seem great. Also, the success of the performance project idea was limited, given the design of this program. Suggestions for future similar experiments are given. [Not available in hard copy due to the marginal legibility of parts of the original document.] (Author/JW)

ED 044 467 UD 011 037

Mink, Oscar G., Ed. Kaplan, Bernard A., Ed.

American's Problem Youth: Education and Guidance of the Disadvantaged.

Pub Date 70

Note—202p.

Available from—International Textbook Company, Scranton, Pa. 18515 ($6.50)

Document Not Available from EDRS.

Descriptors—*Counseling, Counseling Goals, Counseling Programs, Counseling Theories, *Disadvantaged Youth, *Dropout Problems, Dropout Programs, Dropout Research, Dropouts, Dropout Teaching, Institutes (Training Programs), Public Schools, School Integration, *Summer Institutes, *Urban Education, Urban Schools

This book is the result of a series of workshops designed for school personnel desiring to improve educational programs for disadvantaged youth and potential dropouts. The workshops were conducted at Cornell University during the summer of 1964 through 1967. The chapters in this book on milieu, basic issues, dropout problems, counseling the disadvantaged, and action projects represent, in part, papers presented during the Cornell workshops. The problems discussed are generally concerned with disadvantaged youth in urban areas. This book is intended to be a basic text on education and guidance of the disadvantaged; it is also directed to public school educators at all levels and all varieties of assignment. (Author/JW)

ED 044 468 24 UD 011 038

Pettigrew, Thomas F.

A Study of School Integration. Final Report.

Harvard Univ., Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1774

Pub Date Aug 70

Contract—OEC-1-6-061774-1887

Note—468p.

EDRS Price MF-$1.75 HC-$23.50

Descriptors—Caucasians, Community Control, *Environmental Criteria, Integration Effects, Negro Attitudes, Northern Attitudes, *Opinions, Parent Participation, *Public Schools, *Racial Attitudes, Research Methodology, *School Integration, School Segregation, Southern Attitudes, Surveys, Urban Environment, Voting

The research presented in this study focuses on the hypothesis that there are consistent patterns of school desegregation and racial attitudes in the South and urban North which can be empirically derived and mathematically described through the simultaneous use of ecological and opinion data. Findings relating to the public school desegregation process in Texas, attitudes of white and Negro Texas toward racial desegregation, racial voting and attitudes in the urban North, and attitudes toward parental control of public schools are considered as supporting the hypothesis. The findings led to the tentative formulation of two middle-range theories. The first, on the operation of attitude climates in the desegregation process, was explicitly sought; and the second, on the attitude effects of dramatic events, was held to be an unexpected dividend of the project's research approach. New research methods utilized in the study included: a method of simulating attitude climates for areas smaller than the original sampling frames of the surveys used; establishment of a 200-survey library of race survey data; adaptation of a number of aggregate analysis techniques to study racial voting across urban precincts; and, two new uses of established methods for contextual models of school desegregation. Policy implications for public education encompass racial desegregation in the South, basis of white resistance in the North, and parental control of public schools. (RJ)

ED 044 469 UD 011 039

Gottfried, Frances

A Survey of Parental Views of the Ocean Hill-Brownsville Experiment. Community Issues, October 1970.

City Univ. of New York, Flushing, N.Y. Queens Coll.

Pub Date Oct 70

Note—33p.

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—City Problems, Demonstration Projects, Economic Disadvantagement, Educational Administration, *Educational Attitudes, Educational Disadvantagement, *Parent Attitudes, *Parent Participation, Parent Reaction, Parent School Relationship, *Urban Education, Urban Environment

Identifiers—*Ocean Hill Brownsville

This survey attempted to examine what happened in the Ocean Hill-Brownsville Community school district, New York where there was parent participation, and what the attitudes of parents were towards local control. While the short history of the demonstration project did not allow for a long-term evaluation, the project did fulfill many of the goals of a community school district. The parents developed enough efficacy to participate in and acquire knowledge pertaining to school matters, and had confidence in their educational leaders. [Not available in hard copy due to marginal legibility of original document.] (Author/DM)

ED 044 470 UD 011 042

Hellmuth, Jerome, Ed.

Disadvantaged Child. Volume 3, Compensatory Education: A National Debate.

Pub Date 70

Note—473p.

Available from—Brunner/Mazel Publishers, 80 East 11th Street, New York, N.Y. 10003 ($12.50)

Document Not Available from EDRS.

Descriptors—Cognitive Development, *Compensatory Education, Compensatory Education Programs, *Cultural Differences, Culture Free Tests, *Educational Disadvantagement, *Educational Research, Environmental Influences, Genetics, Heredity, *Intelligence Factors, Intelligence Tests, Learning Theories, Preschool Education, Program Evaluation, Racial Differences, Teaching Techniques, Testing Problems, Urban Education

Identifiers—Jensen (Arthur R)

This volume of the "Disadvantaged Child" Series presents papers on all aspects of the compensatory education debate, written in large part by many of the educators who played leading roles in this program. Part I provides a comprehensive overall picture of the program. Part II discusses culture-fair testing, "Jensenism" and intelligence, and the significance of IQ testing and of the study of race differences. The final part deals with such problems as educating inner-city children and populations with differential characteristics, modification of cognitive skills, instructional techniques, and major programs geared to the needs of the disadvantaged child. For Volumes 1 and 2 of this "Disadvantaged Child" series, see ED 029 054 and ED 029 065, respectively. (Author/DM)

ED 044 471 UD 011 043

Beagle, Simon

Evaluating MES: A Survey of Research on the More Effective Schools Plan.

American Federation of Teachers, Washington, D.C.

Pub Date Apr 69

Note—7p.

Available from—American Federation of Teachers, 1012 14th St., N.W., Washington, D.C. 20005 (Order no. 319, $0.10)

EDRS Price MF-$0.25 HC-$0.45

Descriptors—*Program Evaluation, *Reading Programs, *Reading Research, *Reading Tests, Surveys, Test Results

Identifiers—*More Effective Schools Plan

This booklet is a guide to research done on More Effective Schools (MES) through April, 1969. The Bureau of Educational Research of the New York City Board of Education found that the mean gain in reading comprehension of MES students over non-MES students ranged from 2.5 to 4.5 school months relating to the period studied. The booklet summarizes this new longitudinal study and also reports the results of previous research on MES. These facts, coupled with the enthusiasm that one finds among students and teachers enrolled in the program, are considered the best testimonials to the basic soundness of the MES approach to urban educational problems. [For one of the program reports covered by this document, see ED 014 525, "Expansion of the More Effective Schools Program."] (Author/DM)

ED 044 472 UD 011 044

Griffin, John Howard

Racial Equality: The Myth and the Reality.

Iowa Univ., Iowa City. Center for Labor and Management.

Pub Date 70

Note—31p.; Reprint series no. 26

EDRS Price MF-$0.25 HC-$1.65

Descriptors—Black Community, *Communication Problems, Culture Conflict, *Discriminatory Attitudes (Social), *Equal Opportunities (Jobs), Identification (Psychological), Negro Attitudes, *Race Relations, Racial Discrimination, Self Concept, *Sociocultural Patterns, Southern Attitudes

Drawing upon his experience as a white man who "changed his pigmentation" and lived the life of a black man, the author attempts "to put you in another man's mind" and apply his experience to today's events. In addition, he seeks to show that there is a wide gap between intellectual acceptance of equality and real emotional acceptance. This gap perpetuates what he calls "the system" and explains in part the increased militancy of the black man in America today. (Author/DM)

ED 044 473 UD 011 045

Bibliography of Research in Children, Youth, and Family Life.

Michigan Univ., Ann Arbor. Research Center for Group Dynamics.

Pub Date Jun 70

Note—22p.

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—*Bibliographies, *Child Development, *Family (Sociological Unit), *Research, *Youth

This bibliography incorporates current research on children, youth, and family life which, according to the Institute for Social Research, is "currently available." The citations are in alphabetical order by author, but particular emphasis is laid upon the availability of each item by means of specific mention of the exact source, preceding each citation. [Not available in hard copy due to marginal legibility of original document.] (RJ)

ED 044 474 UD 011 046

Education Improvement Project: The First Five Years.

Southern Association of Colleges and Schools, Atlanta, Ga.

Pub Date Nov 69

Note—66p.

EDRS Price MF-$0.50 HC-$3.40

Descriptors—College Preparation, *Compensatory Education Programs, *Educational Improvement, Elementary Education, *Reading Programs, Rural Education, Secondary Education, *Southern States

Identifiers—Alabama, *Education Improvement Project, Georgia, Louisiana, North Carolina, Southern Association Of Colleges And Schools, Tennessee

Contents of this report focus on the history and activities of the Education Improvement Project (EIP), a branch of the Southern Association of Colleges and Schools. Through innovative and coordinated programs, the Project seeks to im-

prove education for the disadvantaged. Reports include the Education Improvement Projects of Nashville, Durham, Atlanta, Huntsville, and New Orleans; the EIP's reading program, now terminated, which was a project sponsored jointly by Atlanta University and EIP and funded by the Ford Foundation; the Rural EIP, which involves a consortium of educational institutions, organizations, and collaborating agencies, and which currently includes a program in one rural center in Florida, another in Georgia, and another in Tennessee; Project Opportunity, for the preparation of academically able but disadvantaged secondary school students for higher education; and, on the College Education Achievement Project and College Preparatory Center Program. (JM)

ED 044 475 UD 011 051

Stanley, Harry M.

A Study of the Phoenix Union High School for the Citizens' Advisory Committee.

General Learning Corp., Tempe, Ariz.

Pub Date 27 May 70

Note—398p.

EDRS Price MF-$1.50 HC-$20.00

Descriptors—*City Problems, Communication Problems, Dropouts, *Educational Problems, High School Organization, *High School Students, Mexican Americans, Negroes, Relevance (Education), School Attitudes, *School Community Relationship, Student Opinion, Student School Relationship

Identifiers—*Arizona, Phoenix Union High School

This study identifies the educational problems found at the Phoenix Union High School, in Phoenix, Arizona, during the months of March, April, and May of 1970. A Determination was made of the opinions of the residents of the community living within the attendance area of the high school, of the students attending the high school, of some of the students who have dropped out of the high school, and of the staff members working in the school. These problems are discussed briefly, possible solutions are suggested, and some of the major obstacles which would prevent an easy solution are suggested. Because of the ethnic composition of the community, the minority view prevails in the report. The raw data for the study are included for reference. [Maps on pages 377 and 378 may not print clearly in hard copy (HC) reproduction.] (Author/JM)

ED 044 476 UD 011 052

Chadwick, Bruce A. And Others

Correlates of Attitudes Favorable to Racial Discrimination Among High School Students.

Washington State Univ., Pullman.

Report No—WAES-SP-3513

Pub Date 70

Note—31p.; Revised version of paper presented at the Annual Meeting of the American Sociological Association, Washington, D.C., 1970

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—*Behavioral Science Research, *Caucasian Students, Cross Cultural Studies, *Negro Students, Parent Role, *Racial Discrimination, Racial Factors, Socialization, Social Values, *Sociocultural Patterns, Statistical Analysis

The behavior-specific attitude "tendency to discriminate" is distinguished from the general tendency toward negative stereotyping (prejudice). Thirteen independent variables are evaluated as predictors of this tendency. Subjects were students in a racially integrated high school in the Pacific Northwest. Among white students, the most significant correlates of anti-black discriminatory attitudes are prejudice, parental social pressures, acceptance of political separatism, equal-status competition, and fear of future competition. Correlates of black students' tendencies to discriminate against whites are parental pressures, perceived institutional discrimination, assaultiveness, authoritarianism, and equal-status contact. There are indications that as the white student progresses through school the importance of peer pressures as predictors of discriminatory attitudes are enhanced while the role of fear of future competition declines. [Not available in hard copy due to marginal legibility of the original document.] (Author/DM)

ED 044 477 UD 011 053

ESEA Title I Components - Evaluation Reports, 1969-1970.

Los Angeles Unified School District, Calif.

Pub Date Sep 70

Note—220p.

EDRS Price MF-$1.00 HC-$11.10

Descriptors—*Academic Achievement, *Ancillary Services, Delinquent Rehabilitation, Elementary Education, *Federal Programs, Handicapped Students, Private Schools, *Program Evaluation, Reading Programs, School Community Relationship, Secondary Education, Special Education

Identifiers—California, *Elementary Secondary Education Act Title I, ESEA Title I Programs

Contents of this compendium of technical reports on 1969-1970 Los Angeles City School programs funded under ESEA Title 1 are organized by division. Division of Elementary Education programs include reading, mathematics, English as a second language, teacher-librarian, pre-kindergarten, kindergarten, Follow Through, Intergroup Relations, Parent Involvement, Staff Development, Counseling, health services, pupil services and attendance; and nonpublic school reading, mathematics, and supportive services. Programs of the Division of Secondary Education include reading and mathematics core, supportive services, and nonpublic school instruction and supportive services. The Health Services Branch administers a program concerning neglected and delinquent children. A school-community relations program is administered by the Office of Urban Affairs. The Special Education Branch administers a Special Education for the Handicapped program. (JM)

ED 044 478 UD 011 055

Do Teachers Make a Difference: A Report on Recent Research on Pupil Achievement.

Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Report No—OE-58042

Pub Date 70

Note—186p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog no. HE-5.258:58042, $0.75)

EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors—*Academic Achievement, *Cognitive Development, Effective Teaching, School Organization, School Personnel, *School Role, *Teacher Attitudes, Teacher Behavior, Teacher Improvement, Teacher Motivation

This collection of essays concerning recent research on pupil achievement focuses on the role of teachers. The papers served as the basis of discussions during a day-long conference in February, 1970, at the Office of Education. Topics included models of school effectiveness, teacher quality, teacher attitudes, and policy implications. While the state of research on the effects of teachers on pupil achievement is considered still primitive, a few tentative indicators are held to be emerging. From the papers in this collection, one is led to believe that schools can and do make a difference in the development of youth. Beyond this, it is thought that teachers are the single most important element in the school. The public policy implication is that more available resources must be devoted to the development of methods for recruiting, preparing, and utilizing quality educational personnel. It is held that the fact that great numbers of children are not learning to read and are not receiving other basic tools essential for productive living demands that ways to make teachers, administrators, and all educational personnel more effective be found. (Author/JW)

ED 044 479 UD 011 056

Mexican Americans and the Administration of Justice in the Southwest.

Commission on Civil Rights, Washington, D.C.

Pub Date Mar 70

Note—138p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.25)

EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors—*Administrative Agencies, Bias, Court Litigation, Equal Protection, Federal Laws, *Law Enforcement, *Mexican Americans, *Racial Discrimination, Social Discrimination

Identifiers—*Commission on Civil Rights, Southwestern United States

The Commission on Civil Rights undertook this study against a background of written complaints and allegations that Mexican Americans in the Southwest were being subjected to discrimination by law enforcement agencies, and in the process of administration of justice. The objective was to find what, if any, factual basis exists for these allegations. The Commission staff attorneys conducted field investigations in 1967-68, in which they interviewed 450 people. Two State Advisory Committee meetings were also held. California Rural Legal Assistance, Inc., was contracted to study service by Mexican Americans on grand juries. In addition, law enforcement agencies in five states were sent questionnaires. The Commission reports that there is widespread evidence that equal protection of the law in the process of administration of justice is being witheld; Mexican Americans are reportedly subject to unduly harsh treatment by law enforcement officers, often arrested on insufficient grounds, and receive physical and verbal abuse and penalties which are considered disproportionately severe. The Commission also finds Mexican Americans are deprived of proper use of bail and of adequate representation by counsel. On grand and petit juries, they are substantially underrepresented and excluded from full participation in law enforcement agencies. The language problem is also held to contribute to difficulties in the equitable administration of justice to Mexican Americans. (JW)

ED 044 480 UD 011 063

Allen, Vernon L., Ed.

Psychological Factors in Poverty. Institute for Research on Poverty Monograph Series.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Pub Date 70

Note—400p.

Available from—Markham Publishing Company, Chicago, Ill. ($8.50)

Document Not Available from EDRS.

Descriptors—City Problems, Compensatory Education, *Disadvantaged Environment, Economic Disadvantagement, Educational Problems, Heredity, Intervention, Learning Characteristics, Low Income Groups, *Poverty Research, *Psychological Characteristics, *Racial Factors, *Social Factors, Socialization, Socioeconomic Status

The research reported here was supported by funds granted under the 1964 Economic Opportunity Act. Part 1, "Theoretical Vantage Points," includes discussions of economic disadvantagement, the culture of poverty, and poverty versus equality of opportunity. Part two, "Socialization and Learning," includes a discussion of the transmission of cognitive strategies in poor families, school motivation, and learning ability, intelligence, and educability. Part three focuses on "-Heredity and Environment." Part four, "-Behavioral Concommitants," includes papers on economic aspects of poverty. Part five, "Intervention Strategies," deals with compensatory education and also includes a paper entitled "The Poverty of Psychology–An Indictment." Part six, "Problems and Prospects in the Psychology of Poverty," comprises a summary chapter by the editor. (JM)

ED 044 481 UD 011 064

Banks, James A.

Teaching the Black Experience: Methods and Materials.

Pub Date 70

Note—95p.

Available from—Fearon Publishers, Lear Siegler, Inc. Education Division, 6 Davis Drive, Belmont, Calif. 94002 ($2.50)

Document Not Available from EDRS.

Descriptors—*African American Studies, Changing Attitudes, Educational Games, *Elementary School Students, Instructional Materials, *Intergroup Education, Multicultural Textbooks, Negro Culture, Negro History, Negro Literature, *Racial Attitudes, Resource Materials, Simulation, *Teaching Methods, United States History

This book, designed to help the classroom teacher develop strategies and methods needed to teach the black experience, has the following or-

ganization. The first chapter, "The Need for Intergroup Education," establishes a rationale for teaching the black experience, and reviews research documenting the negative racial attitudes that children typically bring to school and suggesting the urgent need for the school to assume a major responsibility for helping students develop more positive racial attitudes. Chapter two, "Organizing and Planning Instruction," explores ways to help the teacher organize lessons on the black experience and to determine their relationship to the regular school curriculum. Chapters three through six--including "Early West Africa: An Anthropological Approach"; "-Slavery: Historical Inquiry"; Civil War and Reconstruction: Inquiry and Simulation"; and, "-Since Reconstruction: Questions, Problems, and Activities"--present approaches to teaching the various historical periods. One major teaching strategy is described in each of these chapters. The final chapter, "Resources for Teaching the Black Experience," is a bibliography which annotates resources for teaching the black experience. (Author/JM)

ED 044 482 UD 011 069

Bertsch, Eilene

"The Small College Opens Its Doors": Who Runs the High Risk College Programs.

Pub Date 4 Sep 70

Note—16p.; Paper presented at American Psychological Association Meeting, Miami Beach, Fla., September 4, 1970

EDRS Price MF-$0.25 HC-$0.90

Descriptors—Academic Achievement, *College Admission, College Freshmen, *College Programs, *Compensatory Education Programs, *Disadvantaged Youth, Economically Disadvantaged, Females, Higher Education, High School Graduates, Junior College Students, *Private Colleges

Identifiers—Community Leadership Program, Marymount Manhattan College, New York City

The Marymount Manhattan College Community Leadership Program, which is a high risk admissions program, is taken as an exemplar of such programs. Although the author runs this program, it is considered impossible for any one person or even agency to actually run these programs. The Board of Trustees has approved the program and the necessary supportive resources. The President not only signs but contributes to the proposals, and actively supports the students and program goals. The Academic Dean follows the progress of each student and acts on her behalf in consultation with the Director and Mental Health Consultants. The Admissions Office and the Registrar cooperate in waiving many standard procedures. The Financial Aid Office assists in securing tuition grants and Work-Study positions. The Development Office seeks funds, and aids in writing proposals. And, most important, on a day to day level, it is the faculty and students who make the program run--in their formal classes, in tutorials and summer programs, and in the numerous informal contacts outside the classroom. (Author/JM)

VT

ED 044 483 VT 007 595

Campbell, Robert A.

An Experimental Program to Prepare Vocational-Technical Teachers for Laboratory Classes Designed for Dropout-Prone Youth. Final Report.

Illinois Univ., Urbana.

Spons Agency—Bell and Howell Co., Lincolnwood, Ill.; Illinois Research and Development Coordinating Unit, Springfield.

Pub Date 68

Note—161p.

Available from—Research and Development Unit, Illinois Board of Vocational Education and Rehabilitation, 405 Centennial Building, Springfield, Illinois 62706

EDRS Price MF-$0.75 HC-$8.15

Descriptors—Caucasians, Dropout Prevention, *Experimental Curriculum, Experimental Programs, *Industrial Education, Kinescope Recordings, Negroes, *Potential Dropouts, Program Descriptions, School Shops, Summer Programs, *Teacher Aides, *Teacher Education

Identifiers—Illinois, Urbana

To prepare vocational-technical teachers to work with dropout-prone youths in laboratories within the school and to discover how successful a special vocational-technical program would be in assisting those students with special needs, 24 dropout-prone occupational exploration students were chosen to participate in a 6-week summer experimental program. The 24 experimental students and 10 students in a control group were chosen by random sample stratified by race--half Negro, half Caucasian. Findings included: (1) Race was not a significant variable, (2) Pretests and posttests of attitudes toward school shops were not significantly different at the .05 level, (3) Dropout-prone students will attend summer school if paid and enrolled in a special program, (4) Teaching methods should actively involve such students, and (5) Negative teacher responses cause decrements in desirable student behavior. Instructional units developed for use with these students and diaries made by graduate students and instructors are included. For information concerning a set of three 16 mm kinescopes, contact the author at Department of Vocational and Technical Education, College of Education, University of Illinois, Urbana, Illinois 61801. (CD)

ED 044 484 VT 011 092

The Potential Transfer of Industrial Skills from Defense to Nondefense Industries. Volume 1.

California State Dept. of Employment, Sacramento.

Spons Agency—Arms Control and Disarmament Agency, Washington, D.C.

Report No—ACDA-E-102

Pub Date Apr 68

Note—76p.

EDRS Price MF-$0.50 HC-$3.90

Descriptors—*Aerospace Industry, *Job Analysis, Relocation, *Skill Analysis, Surveys, *Transfer of Training, Vocational Retraining

Because of lack of knowledge of specific occupations in defense production, assessment of the impact of defense cutbacks on the economy has been difficult. This project was undertaken to determine which skills of industrial workers in missile production are transferable to nondefense industries and to anticipate manpower problems involved in mass layoffs of these workers, in order to help formulate retraining and other programs designed to help workers adjust to cutbacks. Based on a survey of employers in related nondefense occupations, 35 defense jobs were grouped according to transferability. The study found a high degree of skill transferability, with the limiting factors being manpower needs, wage differentials, hiring practices, union regulations, and federal licensing requirements. Recommendations were made for continued research, increased training opportunities, standardized job classifications, and utilization of defense plant administrative personnel to determine skill similarities. The technical appendix is available as VT 011 093 in this issue. (BH)

ED 044 485 VT 011 093

The Potential Transfer of Industrial Skills from Defense to Nondefense Industries. Volume II, Technical Appendix.

California State Dept. of Employment, Sacramento.

Spons Agency—Arms Control and Disarmament Agency, Washington, D.C.

Report No—ACDA-E-102

Pub Date Apr 68

Note—459p.

EDRS Price MF-$1.75 HC-$23.05

Descriptors—*Aerospace Industry, Employment Projections, *Job Analysis, Manpower Needs, Manpower Utilization, Questionnaires, Relocation, *Skill Analysis, Surveys, *Transfer of Training, *Vocational Retraining

This study of skill transferability between missile production and nondefense industries provides the necessary data to help formulate retraining and other programs designed to help workers adjust to cutbacks in defense spending. This technical appendix to the project report contains the data upon which the report's conclusions are based. The appendix describes the 127 occupations studied, with or without counterpart occupations in nondefense industries, and includes retraining requirements where applicable. Date is included for defense employment in 1965, and projections are made for employment in counterpart occupations. In addition, the appendix describes the survey methods used, including the questionnaire distributed to employers. Volume I of the report is available as VT 011 092 in this issue. (BH)

ED 044 486 VT 011 358

The Richmond Plan: A Report of a Pre-Technology Program for the "Average Learner."

Cogswell Polytechnical Coll., San Francisco, Calif.

Spons Agency—Rosenberg Foundation, San Francisco, Calif.

Note—248p.

EDRS Price MF-$1.00 HC-$12.50

Descriptors—Cooperative Programs, English, Industrial Arts, *Interdisciplinary Approach, Mathematics, *Pretechnology Programs, Program Descriptions, Sciences, *Secondary Education

Identifiers—*Richmond Plan

This concluding report of a project initiated by the Cogswell Polytechnical Institute entitled "The Richmond Plan," focuses on the results of a reevaluation of the principles and practices of high school programs in the Richmond City Schools in California. This project, designed to meet the specialized needs of "average" high school students in terms of higher education and to determine whether a pretechnology high school program is possible was financed by a grant from the Rosenberg Foundation of San Francisco. This pretechnical training program involved the following departments of the school functioning as a team: English, science, mathematics, drafting, and the shop areas. Contents of this report cover: (1) program administration, (2) counseling role, (3) teaching methods, (4) class analysis of the program, (5) curriculum materials, and (6) various pretechnical course outlines. It was concluded that it is possible for a community college to accept the responsibility of developing a high school preparatory program leading to semiprofessional offerings and still maintain the state and local educational requirements as demanded by state and city agencies. The cost to the district for the program, once the teachers are trained, is not significantly greater. (GR)

ED 044 487 VT 011 448

Porter, Charles B., Ed.

Classroom Research In Industrial Arts.

American Council on Industrial Arts Teacher Education, Washington, D.C.

Pub Date 64

Note—189p.; Thirteenth Yearbook

Available from—McKnight and McKnight Publishing Company, Bloomington, Illinois 61701

Document Not Available from EDRS.

Descriptors—Action Research, *Classroom Research, Educational Research, *Industrial Arts, *Research Methodology, *Research Tools, Tables (Data), Yearbooks

This 13th Yearbook is a handbook on classroom research, designed to guide industrial arts teachers in setting up small studies and analyzing the results. Major topics are: (1) Research and the Classroom Teacher, (2) The Research Process, (3) The Tools of Classroom Research, (4) Interpreting and Evaluating Research, (5) Selected Problem Areas with Implications for Action Research, and (6) Resources for Research. A variety of authors have contributed individual efforts to make this handbook possible. A variety of statistical tables and a glossary of statistical symbols are given. (GR)

ED 044 488 VT 011 565

Bibliography on the Comprehensive Health Service Program.

Office of Economic Opportunity, Washington, D.C.

Pub Date Jan 70

Note—37p.

EDRS Price MF-$0.25 HC-$1.95

Descriptors—*Annotated Bibliographies, *Health Services, *Low Income Groups, Neighborhood Centers, Periodicals, Speeches, *State Programs

To provide information on Comprehensive Health Services projects, this annotated bibliography, arranged alphabetically by author, contains 40 speeches, papers, and periodical articles describing projects located in eight states and an additional 27 annotations which provide background information on the purposes and nature of the program. Besides the author, each entry includes title, periodical or meeting site,

date, and brief description. A listing of Neighborhood Health Services projects by state and an author index are also included. (SB)

ED 044 489 VT 011 649

The Vocational Rehabilitation Problems of the Patient with Aphasia.

Western Michigan Univ., Kalamazoo.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date May 67

Note—82p.; Proceedings of a Workshop (Kalamazoo, Mich., May 15-16, 1967)

EDRS Price MF-$0.50 HC-$4.20

Descriptors—Adjustment Problems, *Aphasia, Expressive Language, Federal Government, Guidelines, *Individual Needs, Language Handicapped, Social Problems, Speech Therapists, State Agencies, *Vocational Counseling, *Vocational Rehabilitation, *Workshops

Ten authorities in the field of aphasia attended a 2-day workshop to discuss the vocational rehabilitation problems of the aphasic patient and to develop guidelines which could be used by the vocational rehabilitation counselor in planning rehabilitation. Presentations were made by L. Kaplan, D. McGeachy, M. Sarno, S. Ainsworth, R. L. Milisen, J. Eisenson, J. Simonson, D. Boone, H. Schuell, and M. Buck on these topics: (1) a review of literature concerning vocational rehabilitation problems of the aphasic patient, (2) the role of the speech pathologist, speech clinic, vocational rehabilitation counselor, state and federal vocational rehabilitation agencies, and other professional personnel in dealing with the problems of and providing services for the aphasic patient, and (3) associated psychological, social, physical, receptive, and expressive language problems of the aphasic patient that interfere with vocational rehabilitation. Emerging as the central theme in these papers was the emphasis on the aphasic individual--his needs, desires, and ambitions and how the clinician can help him. The counselor need s to work toward helping the patient develop vocational and other interests and activities that are within his limitations. (SB)

ED 044 490 VT 011 669

Collofello, Patricia And Others

The Relative Effectiveness of Two Sources of Feedback on Teachers in the Micro-Teaching Situation.

Minnesota Research Coordinating Unit in Occupational Education, Minneapolis.

Note—21p.

EDRS Price MF-$0.25 HC-$1.15

Descriptors—College Students, *Educational Research, Effective Teaching, *Home Economics Education, *Microteaching, Research Coordinating Units, Secondary School Students, *Student Teachers, *Teaching Techniques

To determine whether college students could be used as members of a micro-class without reducing the value of the micro-teaching experience, two randomly selected groups of student teachers were selected to make four presentations. Group I (six student teachers) made presentations to only high school seniors while Group II (five student teachers) made their first and last presentations to high school students and their second and third to college students. All presentations were video-taped, rated by members of the micro-class using a pretested evaluation instrument, and then reviewed and used to make changes in subsequent presentations. Statistical analysis did not indicate that micro-classes composed of high school students were more effective than micro-classes composed of college students in terms of improving the quality of the student teachers' presentations. However, subjective reactions provided by the student teachers indicated a preference for working with high school students. They believed that while high school students represented a more realistic teaching situation, the evaluation of techniques should be made by their peers or professionally trained educators. The evaluation instrument is appended. (Author/SB)

ED 044 491 VT 011 696

Isom, Vernon H.

Design: Curriculum Analysis for Industrial Arts Woodworking. Doctoral Series 13.

Spons Agency—Arkansas Research Coordination Unit for Occupational Education, Fayetteville.; Arkansas State Dept. of Education, Little Rock. Div. of Vocational Education.

Pub Date Jan 70

Note—47p.; Summary report of a dissertation by the same title

EDRS Price MF-$0.25 HC-$2.45

Descriptors—Bibliographies, Comparative Analysis, *Designers, Design Preferences, Doctoral Theses, *Industrial Arts, *Industrial Arts Teachers, Professional Personnel, Statistical Data, Tables (Data), *Teacher Educators, *Woodworking

In order to ascertain the direction for further study and improvement of design instruction in the woodwork area, this study explored the current status of design in woodwork and questioned designers in wood and course content and occupational opportunities. A total of 89 (83 percent) educators and 42 (70 percent) leading designers returned questionnaires containing data used in this study. Some conclusions were: (1) Contemporary design concept is not being emphasized strongly enough by industrial arts woodwork educators, (2) Design literature is not being introduced and utilized in industrial arts woodworking courses, (3) Woodwork students lack instruction in the basic fundamentals of color, (4) Other industrial materials should be included in the woodworking courses, (5) Designers place a high degree of emphasis on most design topics than do educators, and (6) Job opportunities in wood-product design are not sufficiently presented to industrial arts woodworking students. This is a summary report of an Ed.D. dissertation by the same title submitted to the University of Oklahoma. (GR)

ED 044 492 VT 011 704

Weir, E. Lee

An Experimental Evaluation of Selected Printed Graphic Communication Media for Recruiting Industrial Arts and Technology Students.

Pub Date Sep 70

Note—259p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Bibliographies, *College Freshmen, Doctoral Theses, *Enrollment Influences, *Industrial Arts, Industrial Technology, Newsletters, Publications, *Recruitment, Research

An experimental study, involving a sample 252 male freshmen students who were not enrolled in industrial arts or technology classes, was designed to investigate the effectiveness of printed graphic communication media in recruiting. The sample was randomly assigned to one of two experimental groups containing 85 students each and a control group containing 82 students. Treatment materials for one experimental group consisted of 14 folders divided into three sets and mailed at 3-week intervals while the second experimental group received three newsletters mailed at the same time as the folders. The control group received no recruitment materials. A posttest only control group design was utilized with all differences or relationships of the knowledge and attitude measures tested at the .05 confidence level. From the newsletter group, nine students enrolled in industrial arts and technology courses during at least one of the following two quarters, while the folder group had seven enrollees and the control group had five. Analysis of variance and orthogonal comparisons were used to analyze this study. The newsletter treatment was preferred over the folders as a better means of recruiting undecided freshmen. This Ed.D. thesis was submitted to Arizona State University. (GR)

ED 044 493 VT 011 710

McLeod, Marshall W.

A Study of Nursing in Florida with Implications for Nursing Education. (July 1, 1968 to June 30, 1969). Final Report.

Florida Univ., Gainesville. Coll. of Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date 69

Note—348p.

EDRS Price MF-$1.50 HC-$17.50

Descriptors—*Doctoral Theses, *Educational Research, *Health Occupations Education, Manpower Needs, *Nursing, *Program Evaluation, Program Planning, Research Needs

Identifiers—Florida

To survey and analyze nursing resources and nursing education in Florida in order to make recommendations for future educational planning, data were gathered from the literature, state agencies, and a stratified random sampling by questionnaire of 1,921 licensed nurses within the State. The findings indicated that unmet needs for nursing services were due to both shortages in total numbers of nurses and in numbers of nurses employed as nurses. Most of the nurses were female, and racial balance was present among Licensed Practical Nurses but was missing among Registered Nurses. A decline was noted in hospital-based diploma nurses programs with an increase in the number of community college associate degree programs. It was concluded that Florida's nursing shortage must not be considered a shortage of nurses but a shortage of available nursing services and that vocational and higher education institutions should carry the major responsibility for nursing education. Specific recommendations for both nursing practice and education were made and further research needs noted. The Ed.D. dissertation was submitted to the University of Florida. (SB)

ED 044 494 VT 011 711

Lewis, C. G., Ed. And Others

Manpower Planning; A Bibliography.

Operational Research Society, London, (England).

Pub Date 69

Note—104p.

Available from—American Elsevier Publishing Company, Inc., 52 Vanderbilt Avenue, New York, New York 10017 ($7.25)

Document Not Available from EDRS.

Descriptors—*Bibliographies, Employment Projections, *Manpower Development, Manpower Utilization, *Program Planning

This bibliography is intended as a reference on manpower planning, at the national, industry, or company level. Certain recurring themes guided the selection of documents in this survey: (1) The main objective of macroeconomic planning is the guidance of changing unemployment patterns towards desired goals, (2) Manpower planning should be closely linked to economic and educational planning, and (3) Preparation of a viable manpower plan seems to require the use of an accounting framework, the projection and manpower needs and of manpower availabilities, the analysis of utilization, and the monitoring of labor mobility. After a consideration of these various problem areas at the different planning levels, the remainder of the books is devoted to a list of 706 references on manpower planning. (BH)

ED 044 495 VT 011 752

Snyder, Thomas R. Butler, Roy L.

Review and Analysis of Curricula for Occupations in Metalworking.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Info-Ser-25

Pub Date Oct 70

Note—31p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-$0.25 HC-$1.65

Descriptors—Bibliographies, *Content Analysis, *Curriculum Evaluation, *Literature Reviews, *Metal Working Occupations, Skilled Occupations, *Technical Occupations, Trade and Industrial Education

To provide curriculum specialists and practitioners with specific information on the source and quality of instructional materials for the metal trades and area and to suggest areas of needed curriculum development, a selected review and analysis of previously processed Educational Resources Information Center (ERIC) documents were made. Recognizing that technological changes have resulted in a demand for programs to train highly skilled and technical workers, this review is addressed to the principal topics of availability of curriculums, availability of guidelines for curriculum development, needed revision is prescribed skills, and needed curriculum development for metal working occupations. The 74 documents included in this study were viewed by first grouping them into the occupational categories of: (1) Machine Trades, (2) Welding, (3) Sheet Metal, (4) Metallurgy, (5)

Tool and Die, and (6) Foundry-Casting. Next the documents were grouped and reviewed by their occupational level and their group or educational level. Findings of the study support the conclusion that methodology for curriculum development and prescribed skills seems to be adequate and of high quality for the occupational areas, occupational levels, and group levels. (JS)

ED 044 496 VT 011 753

Lewis, Wiley B.

Review and Analysis of Curricula For Occupations in Construction.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Info-Ser-24

Pub Date Oct 70

Note—34p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-$0.25 HC-$1.80

Descriptors—*Bibliographies, *Construction Industry, *Curriculum Development, Educational Needs, Educational Programs, *Literature Reviews, Methodology, *Trade and Industrial Education

Emphasis on national goals such as those related to urban development, housing, and transportation will create a need for new construction and a demand for workers in the structural, mechanical, and finishing occupations. This projected increase in demand for construction workers has resulted in a need to synthesize information related to the training of those skilled workers with special emphasis directed toward curricula for emerging occupations. To assist practitioners in identifying current curriculum offerings, useful materials for improving operating programs, and voids in the present research framework, a review and analysis were made of the literature related to construction occupations. In his analysis of the literature the author examines (1) The Need for Educational Programs, (2) Curriculum Materials, (3) Curriculum Development, and (4) Methodology for Curriculum Development. Attention is directed to the educational planning system for curriculum development and the need for a complete communications system for those affected by the educational program. (JS)

ED 044 497 VT 011 763

Ford, Robert James

Relation of Summer Programs to Total Programs of Vocational Agriculture in Iowa.

Pub Date 70

Note—115p.

EDRS Price MF-$0.50 HC-$5.85

Descriptors—Community Resources, Masters Theses, *Program Effectiveness, *Program Evaluation, Program Improvement, *Secondary Grades, Secondary Schools, *Summer Programs, *Vocational Agriculture

To determine the value of summer programs in relation to the total programs of vocational agriculture in Iowa, this study, representing 80 percent of the vocational agriculture departments in the state, utilized the data from completed annual reports and the monthly activity reports. The summer programs and total programs were rated by four agricultural education consultants in the Iowa Department of Public Instruction. The summer program of vocational agriculture is an important and integral phase of a total program because seasonal educational activities and techniques may be utilized. Also, provision is made for the opportunity to use more fully the educational and community resources on a 12-month basis. Departments with highly rated programs conducted at least twice as many instructional field trips and tours as did departments with lower rated programs. This M.S. thesis was submitted to Iowa State University. (GB)

ED 044 498 VT 011 764

Reidel, Wallace Franklin, Jr.

Competencies Needed by Livestock Sale Barn Employees.

Pub Date 70

Note—90p.

EDRS Price MF-$0.50 HC-$4.60

Descriptors—Agricultural Occupations, *Agricultural Skills, Educational Improvement, *Livestock, Management, *Managerial Occupations, *Marketing, Masters Theses, Questionnaires, *Sales Occupations

Identifiers—*Livestock Sale Barn Employee Competencies

To determine the competencies needed by managers, assistant managers, and auctioneers in the livestock auction sale business and to determine the implications for educational programs, a questionnaire of 20 competencies compiled from a survey of livestock auction businesses was sent to every livestock auction sale barn listed with the Iowa Department of Agriculture. An analysis of the returned questionnaires indicated that competencies most needed are: (1) knowledge of current markets, (2) familiarity with market outlets, (3) understanding of bookkeeping procedures, (4) ability to properly use scales, (5) ability to get along with people, (6) ability to identify quality livestock, (7) ability to manage money, (8) understanding the proper care and handling of livestock, (9) ability to be a community leader, and (10) mechanical ability. The results show, however, that all 20 of the identified competencies are needed in the livestock sale business, and these competencies should influence the content of instructional programs preparing students for these occupations. This M.S. thesis was submitted to Iowa State University. (GB)

ED 044 499 VT 011 765

Morrow, Charles Kendall

Competencies Needed by Seed Production and Distribution Company Employees.

Pub Date 70

Note—116p.

EDRS Price MF-$0.50 HC-$5.90

Descriptors—*Agricultural Education, *Agricultural Production, *Agricultural Skills, Business Skills, Communication Skills, Decision Making Skills, Masters Theses, Sales Occupations

Identifiers—*Seed Production And Distribution Competencies

To determine competencies needed by employees in the seed production and distribution industry, a questionnaire containing 49 competencies was compiled with the assistance of specialists and mailed to 100 company managers and 200 nonmanagerial employees. Returns from the 200 usable questionnaires indicate that the competencies needed most by managers and sales personnel were the abilities to make sound decisions, delegate responsibilities, communicate effectively, work cooperatively, and use quality control measures to maintain quality seed. The competencies needed most by production and processing personnel wer e the abilities to apply and handle safely agricultural chemicals and to work cooperatively, and the understandings of: (1) seed viability, purity, and germination, (2) crop maturity and planting dates, and (3) soil sampling and fertilizer recommendations. The results indicate, however, that all 49 competencies are needed to some degree for successful seed production and distribution. This M.S. thesis was submitted to Iowa State University. (GB)

ED 044 500 VT 011 779

Brooks, Thomas R.

Labor and Migration; An Annotated Bibliography.

City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.

Pub Date Feb 70

Note—40p.

Available from—Director, Center for Migration Studies, Brooklyn College, Brooklyn, New York 11210 ($5.00)

EDRS Price MF-$0.25 HC-$2.10

Descriptors—*Annotated Bibliographies, Employment Opportunities, *Immigrants, *Labor Economics, *Labor Unions, *Manpower Utilization, Migration

This annotated bibliography is intended to contribute toward an understanding of labor and migration, both of which have helped to shape our nation. A total of 131 works, including a few periodicals and newspapers, focus on immigration and internal migration as it affects organized and unorganized labor. (BH)

ED 044 501 VT 011 781

Planning and Equipping Industrial Arts Instructional Facilities.

Missouri State Dept. of Education, Jefferson City.

Pub Date 70

Note—118p.

EDRS Price MF-$0.50 HC-$6.00

Descriptors—Bibliographies, Building Design, *Facility Guidelines, Facility Requirements, Hand Tools, *Industrial Arts, *Laboratory Equipment, *Physical Facilities, *School Planning

This guide is intended to assist industrial arts teachers, school administrators, and architects in planning and designing functional facilities for instructional purposes or in remodeling existing facilities. It was developed under the auspices of the Council for Industrial Arts Education and published by the Missouri State Department of Education. The contents include detailed information on: (1) Educational Planning, Specifications and Definitions, (2) General Considerations, (3) Program and Space Needs, and (4) Equipment and Furniture. Design criteria, a planning check list, a planning reference chart and a bibliography are given in the appendixes. The document is illustrated with photographs. (GR)

ED 044 502 VT 011 796

Bice, Gary R.

Working with Opinion Leaders to Accelerate Change in Vocational-Technical Education, An Application of Research.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Info-Ser-26

Pub Date Nov 70

Note—27p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-$0.25 HC-$1.45

Descriptors—Bibliographies, *Change Agents, *Educational Change, Educational Innovation, *Guidelines, Leader Participation, *Literature Reviews, *Vocational Education

Recognizing that the real problem with innovation is the need to shorten the time required for its acceptance and application, this project identifies strategies beneficial to the change agent. Assuming he understands the process of change and the role of opinion leaders, the change agent can direct his attention to the guidelines presented for: (1) identifying opinion leaders, (2) identifying school systems in which opinion leaders work, (3) influencing opinion leaders, (4) assisting opinion leaders in dissemination, and (5) achieving mass adoption. These guidelines, developed from a review and analysis of selected literature, offer a synthesis of current thought. (JS)

ED 044 503 VT 011 812

Clements, Irene Zachry

The Development of a Simulation Game for Teaching a Unit on the Use of Consumer Credit.

Pub Date Jul 70

Note—196p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Comparative Analysis, *Concept Teaching, *Consumer Economics, Credit (Finance), Data Collection, *Educational Games, High School Students, Home Economics Education, *Money Management, *Simulation, Teaching Methods, Vocational Education Teachers

Money and credit management is a problem which the teenager must face as a member of his present family and, in the not-too-distant future, in a home of his own. To help teach consumer credit and money management in high school vocational homemaking classes, a simulation game was developed using procedures and steps listed by various game developers and incorporating concepts and generalizations selected from the Oklahoma consumer education curriculum guide for vocational homemaking teachers. A control group of homemaking classes, rating scales, and the Mann-Whitney U statistical procedure were also used to measure the effectiveness of the game. Among the findings were that teachers held generally favorable opinions of the educational value of the game, and that students considered the motivational qualities and relevance of game materials to be above average. However, it was also revealed that there were no significant score differences between the two test groups. It seems that simulation games are a feasible method for teaching consumer credit and money this Ed.D. dissertation was submitted to Oklahoma State University. (Author/JS)

ED 044 504 VT 011 818
Lauder, Ruth
The Goal Is: Mobility! Environmental and Transportation Barriers Encountered by the Disabled.
National Citizens Conference on Rehabilitation of the Disabled and Disadvantaged, Washington, D.C.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date 69
Note—71p.; Published for the National Citizens Conference on Rehabilitation of the Disabled and Disadvantaged (Washington, D.C., June 24-27, 1969)
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE17.20:M71, $.40)
EDRS Price MF-$0.50 HC Not Available from EDRS.
Descriptors—Adjustment (to Environment), *Facility Requirements, Physical Environment, *Physically Handicapped, *Public Facilities, *Social Integration, *Social Responsibility
The problem of physical disability is growing as modern technology rises due to a combination of increased injury rates and improved medical techniques, resulting in a rapidly growing number of surviving disabled persons. Despite the increasing incidence of disability, unnecessary physical barriers which exist throughout our society prevent four-fifths of all employable disabled adults from earning a living. This report covers the four areas where environmental barriers are most serious: housing, public facilities, transportation, and recreation. Federal, state, and local programs to eliminate barriers, and future areas of emphasis in reducing barriers to mobility are considered. Related documents are available as VT 011 820 in this issue, and ED 037 878 and ED 038 790. (BH)

ED 044 505 VT 011 820
Thursz, Daniel
Consumer Involvement in Rehabilitation.
National Citizens Conference on Rehabilitation of the Disabled and Disadvantaged, Washington, D.C.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date 69
Note—48p.; Published for the National Citizens Conference on Rehabilitation of the Disabled and Disadvantaged (Washington, D.C., Jun 24-27, 1969)
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE17.20:R26/3, $.35)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—*Citizen Participation, Citizenship Responsibility, Economic Disadvantagement, *Handicapped, *Rehabilitation Programs, Sociocultural Patterns
A new approach to rehabilitation of the disabled and disadvantaged is necessary, but the problem of how to involve consumers and how to organize groups for community action is a big one. Moreover, citizen participation cannot be a substitute for basic improvement in the quality of service. Service agencies need to be decentralized and staff members need sensitivity training to reduce the gap between staff and client. This paper provides insight into the organization, goals, legal status, and techniques used by consumer participation programs. Related documents are available as VT 011 818 in this issue, and ED 037 878 and ed 038 790. (BH)

ED 044 506 VT 011 841
Eshelby, Don
Bibliography of Home Economics Education Documents As Listed in Abstracts of Instructional Materials in Vocational and Technical Education (AIM) Fall, 1967 to Fall, 1969.
North Dakota Univ., Grand Forks.
Pub Date Jun 70
Note—24p.
EDRS Price MF-$0.25 HC-$1.30
Descriptors—*Bibliographies, Curriculum Guides, Educational Programs, Elementary Education, *Homemaking Education, Instructional Aids, *Instructional Materials, *Occupational Home Economics, Post Secondary Education, Program Guides, Resource Materials, Secondary Education, Teaching Guides
This document contains 145 home economics education publications which have appeared from Fall 1967 to Fall 1969 in Abstracts of Instructional Materials (AIM), a quarterly publication of the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. Entries are listed in numerical order according to the clearinghouse accession number, and each entry includes title, author(s), institutional source, availability either from ERIC Document Reproduction Service (EDRS) or the institutional source, EDRS price, publication date, pagination, and issue of AIM in which the abstract is located. Instructions for ordering documents available through EDRS are included. (SB)

ED 044 507 VT 011 845
Lewis, Wiley B.
Review and Analysis of Curricula for Occupations in Health.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Info-Ser-27
Pub Date Nov 70
Note—38p.
Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210
EDRS Price MF-$0.25 HC-$2.00
Descriptors—Annotated Bibliographies, *Curriculum Development, *Curriculum Evaluation, Educational Needs, Educational Planning, Educational Programs, Employment Opportunities, *Health Occupations Education, *Literature Reviews, Manpower Needs, Post Secondary Education, *Research Reviews (Publications), Secondary Education, Systems Approach
The 59 publications, identified through a search of Educational Resources Information Center (ERIC) publications and non-ERIC publications, were reviewed and analyzed to identify the major findings, promising developments, strategies, and methodological strengths and weaknesses which exist in curriculums designed for training dental assistants, dental laboratory technicians, hospital attendants, nurses aides, medical and dental technicians, and practical or professional nurses. Current training programs come closer to meeting immediate needs in some health occupational areas than in others. Of the occupational categories reviewed, only dental assistants and hospital attendants can receive training at the secondary level, while the remaining receive training at the post secondary level. Though a number of curriculums are available, a major shortcoming is the general lack of a core or cluster curriculum. Curriculums for new and emerging occupations should be developed and evaluated through an educational planning system consisting of occupational analysis, program planning, program development and testing, and documentation and dissemination of the results. In addition, to provide and train necessary workers, improved counseling and recruitment programs and techniques will be required. (SB)

ED 044 508 VT 011 852
Drennan, William D., Ed.
The Fourth Strike; Hiring and Training the Disadvantaged.
American Management Association, New York, N.Y.
Pub Date 70
Note—155p.
Available from—American Management Association, 135 West 50 Street, New York, New York 10020 ($5.00)
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—*Culturally Disadvantaged, Employer Attitudes, Employment Opportunities, *Employment Potential, *Employment Programs, Employment Qualifications, Ghettos, Interagency Cooperation, *Manpower Development, Socioeconomic Influences
These nine articles analyze some of the practical problems involved in programs to hire and train the hard-core unemployed. The articles describe socioeconomic factors, management attitudes, and several specific experiences, in addition to providing guidelines for establishing programs. The value of interagency cooperation, especially to small firms for whom the consortium is the only feasible approach, is emphasized. (BH)

ED 044 509 VT 011 862
Fulton, W. Scott, Ed.
A Future for Correctional Rehabilitation? Federal Offenders Rehabilitation Program. Final Report.
Washington State Coordinating Council for Occupational Education, Olympia.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.
Pub Date Nov 69
Note—304p.
EDRS Price MF-$1.25 HC-$15.30
Descriptors—Comparative Analysis, *Correctional Rehabilitation, *Corrective Institutions, *Federal Programs, Interagency Cooperation, *Prisoners, Vocational Rehabilitation
Identifiers—Federal Offenders Rehabilitation Program
In recognition of the national problem posed by a spiraling crime rate and the need to reduce the rate of recidivism, the program's primary purpose was to test and demonstrate the effectiveness of providing intensive vocational rehabilitation services to federal offenders at specified states in the correctional process. Out of a random selection of 2,654 cases, 623 finally were used in the experimental group and 601 in the control group. The client population was drawn from the releases and probationers under the supervision of seven offices of the U.S. Probation Service, and from inmates initially confined at three of the institutions operated by the U.S. Bureau of Prisons. This report indicates that offender populations are ample resources for potential vocational rehabilitation clients and that a substantial percentage can be rehabilitated. It also reflects the difficulties encountered in this attempt to assess the impact of intensive rehabilitation services in addition to those already offered by federal corrections. (Author/BH)

ED 044 510 VT 011 884
Ruttenberg, Stanley H. Gutchess, Jocelyn
Manpower Challenge of the 1970s: Institutions and Social Change. Policy Studies in Employment and Welfare No. 2.
Ford Foundation, New York, N.Y.
Pub Date 70
Note—134p.
Available from—The Johns Hopkins Press, Baltimore, Maryland 21218
Document Not Available from EDRS.
Descriptors—*Administrative Organization, *Administrative Problems, Disadvantaged Groups, Federal Laws, *Federal Programs, *Manpower Development, Organizational Change, *Program Coordination, Program Descriptions, Program Evaluation, Program Improvement
By tracing the development and operation of the laws underlying the present manpower program, this report points out the contradictions, overlap, and duplication which is built into the system. Lack of coordination among programs is compounded by separate funding, which increases friction between different levels of government. The report develops a model for a comprehensive manpower system which will achieve national goals effectively, while remaining flexible enough to meet local problems. (BH)

ED 044 511 VT 011 904
Being a Nursing Aide; Student Manual.
American Hospital Association, Chicago, Ill.
Pub Date 69
Note—439p.
Available from—Hospital Research and Educational Trust, 840 North Lake Shore Drive, Chicago, Illinois 60611 ($4.95)
Document Not Available from EDRS.
Descriptors—Answer Keys, *Health Occupations Education, *Job Skills, *Nurses Aides, Nursing, *On the Job Training, *Study Guides, Tests
Developed for students receiving on-the-job training as nursing aides, this illustrated manual contains these chapters: (1) Orientation, (2) Introduction to the Patient, (3) Your Working Environment, (4) The Patient's Unit: Making the Unoccupied Bed, (5) Lifting, Moving, and Transporting Patients: Making the Occupied Bed, (6) Personal Care of the Patient, (7) Food Service, (8) Special Treatments: Fluids and Wastes, (9) Observing and Recording Vital Signs, (10) Patient Admission, Transfer, and Discharge, (11) Physical Examinations, (12) Heat and Cold Ap-

plications, (13) Preoperative Nursing Care, (14) Postoperative Nursing Care, (15) The Patient in Isolation, (16) Care of the Dying Patient, and (17) Review. A self-test follows each chapter and a glossary, test answers, and subject index are included. (SB)

ED 044 512 VT 011 906

Need for Subsidized Family Planning Services: United States, Each State and County, 1968.

Planned Parenthood–World Population, New York, N.Y.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—OEO-Pam-6130-6

Pub Date 68

Note—246p.

EDRS Price MF-$1.00 HC-$12.40

Descriptors—Community Agencies (Public), Community Services, *Economically Disadvantaged, *Family Planning, *Females, *Health Needs, Hospitals, Information Needs, *National Surveys, Private Agencies, Public Health

To provide federal, state, and local health agencies with information needed to achieve the national objectives of improving health, assisting families to escape poverty, and providing parents with freedom of choice in determining the number and spacing of their children, information was collected from 3,072 United States counties. Data from a variety of public and professional sources and from surveys conducted in 1969 requesting data on numbers of patients served are summarized into 34 categories of service, need, and demographic, health, and resource information, for selected counties, cities, states, or regions. In 1968 there were an estimated 5,367,000 medically indigent women of childbearing age in need of subsidized family planning services, but only 773,000 (less than 15 percent) were reported as patients in public and private health agencies offering planning services. Services were identified in 1,200 of the 3,072 counties with 200 counties serving 1,000 or more patients and the remaining 1,000 counties serving less than 500 patients. Approximately 41 percent of the patients received services from the public health department, 27 percent from public and voluntary hospitals, 27 percent from Planned Parenthood Affiliates, and 5 percent from other agencies. These and other data are provided in tabular and chart form. (SB)

ED 044 513 VT 011 922

Occupational Outlook Handbook, 1970-71 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No—Bull-1650

Pub Date 70

Note—845p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (L2.3:1650, $6.25)

EDRS Price MF-$3.25 HC Not Available from EDRS.

Descriptors—Career Choice, *Career Planning, Employment Opportunities, Employment Projections, Employment Qualifications, Employment Trends, Indexes (Locaters), Occupational Choice, *Occupational Guidance, *Occupational Information, *Occupations, Vocational Counseling, *Vocational Education

Developed for counselors and students, this handbook contains descriptions and occupational trends of over 700 occupations which are categorized according to: (1) professional and related occupations, (2) managerial occupations, (3) clerical and related occupations, (4) sales occupations, (5) service occupations, (6) skilled and other manual occupations, and (7) occupations of major industries. Included in the descriptions are nature of the work, places of employment, training, qualifications, advancement, employment outlook, earnings, working conditions, and sources of additional information. Several introductory chapters tell how the handbook is organized, give suggestions for supplementary information, and describe some of the most important occupational and industrial employment trends. Additional technical information is appended, and an index to the occupations and industries is included. (SB)

ED 044 514 VT 011 926

Edsall, Richard Herbert

Vocational Agriculture Programs in Joint Vocational Schools, Participating Local Schools, and Non-Participating Local Schools.

Pub Date 70

Note—295p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Achievement, *Area Vocational Schools, *Doctoral Theses, Dropout Rate, Guidance, *High Schools, Program Content, *Program Evaluation, Student Enrollment, *Vocational Agriculture

To evaluate programs of vocational agriculture offered in joint vocational schools in Ohio as compared to vocational agriculture programs in local high schools, this study utilized data collected from 30 vocational agriculture teachers, 31 counselors, 448 faculty members, and 546 vocational agriculture students in two joint vocational schools, 10 participating local schools, and 12 non-participating local high schools in comparable districts. Results showed: (1) Enrollment in vocational agriculture programs in joint vocational schools stabilizes after 3 years while enrollment in nonparticipating schools increases at a relatively constant rate, (2) Joint vocational schools offer more specialized programs than do local schools, (3) Dropout rates in joint vocational programs are about the same as in local schools, (4) Vocational agriculture students in joint vocational schools have higher current grade achievement in all subjects than do students in local schools, (5) A greater quantity and a better quality of vocational guidance are offered in joint vocational schools than in local schools, and (6) The image of vocational agriculture is rated higher by faculty members and students in joint vocational schools than by faculty and students in local schools. This Ph.D. dissertation was submitted to The Ohio State University. (GB)

ED 044 515 08 VT 011 960

Coster, John K.

The Role of the Southern Association of Colleges and Schools in Improving the Quality and Quantity of Programs of Occupational Education.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—Occas-Pap-2

Bureau No—BR-7-0348

Pub Date 68

Grant—OEG-2-7-070348-2698

Note—16p.

EDRS Price MF-$0.25 HC-$0.90

Descriptors—*Accreditation (Institutions), Educational Quality, Educational Trends, Enrollment, *Post Secondary Education, *Program Evaluation, *Standards, State Programs, Student Needs, Technical Education, *Vocational Education

The Southern Association of Colleges and Schools has initiated bold steps to improve the quality and quantity of occupational programs in the 11 states served by the Association. These steps include: (1) the Southwide Conference on Occupational Education sponsored in cooperation with Southern Bell Telephone and Telegraph Company, (2) the appointment to the Commission on Higher Education of a member whose background is in technical education, and (3) the appointment of an ad hoc committee to study and make recommendations concerning occupational education. Another sign of activity in this area is the recent growth of postsecondary institutions of occupational education, evidenced by the fact that 60 percent of these institutions have been established since 1960. States have also been encouraged to assist in evaluating occupational programs for the purpose of assessing quality and determining whether the needs of students and the community are being met. (JS)

ED 044 516 VT 011 994

Non-Professional Personnel in Mental Health Programs.

Columbia Univ., New York, N.Y. School of Social Work.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Nov 69

Note—73p.

EDRS Price MF-$0.50 HC-$3.57

Descriptors—*Health Occupations, *Mental Health Programs, *Nonprofessional Personnel, Professional Education, Professional Personnel, *Program Evaluation, Research Needs, Task Performance, *Vocational Education

Findings from 185 projects funded by the National Institute of Mental Health are summarized to describe the extent, nature, correlates and consequences of utilizing nonprofessionals in mental health service roles. Paid and volunteer workers were almost equally represented, with females in the majority (56 percent). The majority of projects (59 percent) employed more nonprofessionals than professionals, and the institutional care settings, rather than community settings, had higher ratios of nonprofessionals. Nonprofessional tasks included those formerly carried by professionals, those not performed previously by anyone, and, significantly, those previously thought of as requiring professional competence but redefined in accordance with the capacities of nonprofessional personnel. Implications for planning and practices include recruitment and education of nonprofessionals for a wide spectrum of mental health service functions and greater recruitment of special groups, such as youth, senior citizens, underprivileged, and all ethnic minority groups. A key implication for professional education is that greater clinical diagnostic and treatment skill is needed since the professional is being relieved of time-consuming tasks not requiring professional expertise. (SB)

ED 044 517 VT 011 999

A Prevocational Laboratory Centered Curriculum For Rural Disadvantaged Youth. Final Report.

Illinois Univ., Urbana. Div. of Agricultural Education.

Spons Agency—Illinois Research and Development Coordinating Unit, Springfield.

Pub Date 1 Jul 70

Note—129p.

EDRS Price MF-$0.75 HC-$6.55

Descriptors—Academic Achievement, *Academically Handicapped, *Academic Failure, Activity Learning, Bibliographic Citations, Curriculum Guides, High School Students, Interpersonal Competence, Learning Activities, *Prevocational Education, Reading Skills, *Rural Youth, Speech Skills, *Student Attitudes, Vocational Agriculture, Writing Skills

Identifiers—Land Laboratory

To change the negative attitudes of academically disadvantaged students toward school and prepare them to succeed in high school vocational programs, 27 boys were selected to participate in a 3-year activity-centered instructional program. A problem-solving approach was used for learning experiences in applied biology and agriculture, mathematics and finance control, communication, and physical education. Facilities included a land laboratory in addition to regular classrooms. Most of the students were interested in and receptive to the program. Their attendance improved, and a change in attitude toward learning and learning involvement was evident. In addition, their reading, speaking, and writing abilities improved. A curriculum guide is included which contains suggestions for administrators and teachers concerning the instructional staff, facilities, student selection, advisory committee, parental support, and the instructional program. The problem areas of the instructional program contain objectives, teacher preparation, procedural steps, and equipment. (SB)

ED 044 518 VT 012 009

Report of Illinois Committee for 1970 White House Conference on Children and Youth. Focus: Conservation of Family; Meeting Youth's Identity Crisis.

Illinois Commission on Children, Springfield.

Pub Date May 70

Note—142p.

EDRS Price MF-$0.75 HC-$7.20

Descriptors—Adoption, Agency Role, *Children, *Committees, *Conference Reports, Day Care Services, Economic Factors, Education, *Family (Sociological Unit), Financial Support, Legal Aid, Legal Responsibility, Services, Socialization, Sociocultural Patterns, Special Education, *Youth, Youth Problems

Findings and recommendations of almost 8,000 people who contributed to the Illinois Committee for the 1970 White House Conference on Children and Youth are summarized according to: (1) Delivery of Services, in the areas of planning

and development, coordination, manpower, and objectives, priorities, evaluations, and funding, (2) Youth's Role in Society Today and Tomorrow, in the area of sociocultural, economic, and legal aspects, (3) The Family Unit, in the areas of financial support, housing, foster home and adoptions, judicial process, and counseling, homemaker, shelter care, day care, and juvenile correction services, and (4) The Collaborative Role of Agencies in the Education Process, in the areas of early child growth and development, learning experiences for social living, problems related to special groups of children, and collaborative efforts in education. Members of several commission committees are appended. (SB)

ED 044 519 08 VT 012 020
Larkin, Paul Teeple, John
Nonprofessional Occupations in Education: Their Implications for Priorities in Vocational-Technical Education. Working Paper.
National Planning Association, Washington, D.C. Center for Priority Analysis.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0643
Pub Date Jan 69
Grant—OEG-0-8-080643-4467-085
Note—31p.
EDRS Price MF-$0.25 HC-$1.65
Descriptors—Educational Objectives, *Employment Opportunities, *Employment Projections, *Manpower Needs, *Paraprofessional School Personnel, Research Needs, *Teacher Aides, Technical Education, Vocational Education

Education serves as the means for transmitting our culture and provides the foundation for our technological dynamism and high productivity. We rely on education to meet the economy's demands for an increasingly well-trained and sophisticated labor force. Education as a major industry, and a major growth industry in the United States, provided employment for 4.8 million people in 1966. Assigning a high priority to achieving goals in education would increase this total to an estimated 7 million by 1975. Employment opportunities for paraprofessionals and technicians in education in the coming decade are likely to reflect changes within the educational system and in the educational services offered to the community. It is further anticipated that more than a fourth of the 2.2 million employment growth in education between 1966 and 1975 will represent opportunities for aids, assistants and technicians in the nation's schools and libraries. Allowing for replacement needs, this implies an annual average of about 110,000 career openings in these fields in the coming decade. Research and planning to meet needs in the human service area constitute a significant priority for the vocational education system. (Author)

ED 044 520 VT 012 041
Nelson, Helen Y. Jacoby, Gertrude P.
Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Health Care Occupations Related to Home Economics. Final Report.
State Univ. of New York, Ithaca. Coll. of Home Economics at Cornell Univ.
Spons Agency—New York State Education Dept., Albany. Bureau of Occupational Education Research.
Pub Date Dec 68
Note—180p.
EDRS Price MF-$0.75 HC-$9.10
Descriptors—Academic Ability, Attitude Tests, *Course Evaluation, *Health Occupations, Motivation, *Occupational Home Economics, Post Testing, Pretests, Self Concept, *Work Attitudes

To evaluate course effectiveness, determine relationship to selected characteristics of success in the course and on the job, and provide answers to a number of educational questions, 16 occupational home economics classes providing training for dietary aides, nurses aides, and health careers were selected for study. Course effectiveness was measured by three attitude scales, a motivation-for-enrollment questionnaire, and tests of knowledge and comprehension, which were administered at the beginning and end of the course. In addition, each student was interviewed, descriptive rating scales measuring employability were administered, and data were collected from teachers. Data were analyzed to compile an index of student success and to correlate test scores with relevant variables. Variables most often associated with the index were self-concept, academic ability, and attitude toward working with others. Significant positive changes between pretests and posttests were noted in the crucial areas of knowledge, motivation, and personal characteristics contributing heavily to employability. There were gain scores in seven of the 16 classes on the Attitude Toward Work scale. The findings suggest a need for inclusion of sex and consumer education in future home economics occupational education courses. (SB)

ED 044 521 24 VT 012 057
Barnett, Kathryn E.
The Development of a Theoretical Construct of the Concepts of Touch as They Relate to Nursing. Final Report.
North Texas State Univ., Denton.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-G-027
Pub Date 31 Aug 70
Grant—OEG-7-70-0163-509
Note—142p.
EDRS Price MF-$0.75 HC-$7.20
Descriptors—Administrator Responsibility, *Communication Skills, Development, Educational Needs, *Health Occupations Education, Medical Services, *Nonverbal Communication, *Nursing, *Patients (Persons), Teacher Responsibility, Theories

To develop a theoretical construct of touch as it relates to nursing, an extensive was made of the basic and accepted theories of touch, and a survey was conducted of current practices of touch by approximately 900 health personnel in two Dallas, Texas hospitals. Survey data were gathered by observation of 180 sessions involving approximately 540 patients and was limited to the nature and extent of the touch rather than its effect on the patient. The findings indicated that a majority of the patients were touched in some way and that many circumstances, such as age, sex, race, and socioeconomic background influenced its use. Registered nurses touched almost twice as often as other personnel, and the areas most frequently touched were the patient's hand, forehead, and shoulder. Patients on the pediatric, labor and delivery, and intensive care wards received the most touch, and those listed in good and fair conditions were touched 70 percent more often than those acutely ill. From the findings and based on concepts of touch, a theoretical construct was developed which states that touch is an integral part of nursing intervention and is to be used judiciously as a means and basis of communication. (SB)

ED 044 522 08 VT 012 058
Brandon, George L., Ed.
Research Visibility; Vocational Education Research: A Status Report.
American Vocational Association, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-0633
Pub Date Nov 70
Grant—OEG-2-7-070633-3021
Note—16p.
Journal Cit—American Vocational Journal; v45 n8 p65-80 Nov 1970
EDRS Price MF-$0.25 HC-$0.90
Descriptors—Administration, *Annotated Bibliographies, Curriculum Development, Educational Change, *Educational Research, Followup Studies, Research Design, Research Needs, *Research Reviews (Publications), Rural Education, *Vocational Education

Twelve research reviews which were compiled by The Center for Vocational and Technical Education, Columbus, Ohio, are organized under these topics: (1) Review and Synthesis of Research Series, which were prepared through the facilities of The Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education in the areas of curriculum development, student followup, administration, and rural, agricultural, cooperative, health occupations, distributive, and home economics education, (2) Research Bibliographies for the change process and consumer and homemaking education, and (3) Planning Research Strategy which reviews two proceedings of conferences on distributive education and the disadvantaged. "Plain Talk," a continuing column by the editor discusses the need to evaluate educational programs and plan for the future. An additional 23 studies and ordering information are contained in the bibliography. (SB)

ED 044 523 24 VT 012 059
White, Gerry J.
A Study to Evaluate the Effectiveness of an Individual Study Approach to Associate Degree Nursing. Final Report.
El Centro Coll., Dallas, Tex.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-8-G-061
Pub Date Jul 70
Grant—OEG-7-9-000061-0087-010
Note—108p.
EDRS Price MF-$0.50 HC-$5.50
Descriptors—Academic Achievement, Associate Degrees, Community Colleges, Conventional Instruction, *Course Evaluation, *Health Occupations Education, *Individualized Instruction, Learning Activities, *Nursing, *Teaching Techniques

To determine whether an individualized approach to learning would help overcome the problems of crowded student schedules, heterogeneous ability groupings, and inexperienced teachers, 110 freshmen and sophomore students in a community college nursing program were divided by grade level into two control groups which received traditional lectures, and two experimental groups which received taped lectures and small seminars. Though analysis of pretest and posttest scores did not indicate that the individualized approach resulted in significantly higher achievement levels, the achievements were as good as the traditional approach. As a result of the findings, it was recommended that the individualized approach be expanded to include all nursing courses, and that a listening laboratory be established for the nursing program with carrels, tape recorders, and film projectors. Several course outlines and study instruments and materials are appended. (SB)

ED 044 524 VT 012 062
Hackett, Bessie Dixon
Job Analyses of Homemaking by Selected Groups of Homemakers and Home Economics Teachers.
Pub Date 70
Note—147p.
Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106
Document Not Available from EDRS.
Descriptors—Doctoral Theses, *Home Economics Education, *Home Economics Teachers, *Housewives, *Role Perception, Task Performance, *Working Women

To determine the nature of the job of homemaking for employed and non-employed homemakers and whether home economics teachers' perceptions of the job were in agreement with homemakers, card sort instruments, questionnaires, and personal interviews were administered to 32 home economics teachers and 20 employed and 20 non-employed mothers of a random sample of school children. Data analysis revealed that the jobs of the employed and non-employed homemaker were similar. However, the home economics teachers did not perceive the jobs the same as the employed and non-employed homemakers. The evidence suggests that home economics teachers may be influenced by their own styles of living or by their home economics backgrounds in believing that certain tasks are major responsibilities of homemakers. For example, though the teachers and homemakers tended to rate sewing as relatively low in importance, the teachers consistently overrated the extent of the sewing done in the home. In view of the findings, the "cooking and sewing" concept of homemaking is obsolete. The traditional job description of homemaking needs to be rewritten, and the course description of general homemaking needs revision. This Ed.D. dissertation was submitted to the University of Illinois. (SB)

ED 044 525 08 VT 012 069
Tuckman, Bruce W.
A Study of Curriculums for Occupational Preparation and Education (SCOPE Program: Phase I). Final Report.
Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0334
Pub Date Sep 70
Grant—OEG-0-8-080334-3736-085
Note—180p.
EDRS Price MF-$0.75 HC-$9.10
Descriptors—*Ability Grouping, *Curriculum Development, Curriculum Evaluation, Interdisciplinary Approach, Secondary Schools, *Systems Approach, Task Analysis, *Taxonomy

In 2 years of activity the Study of Curriculums for Occupational Preparation and Education (SCOPE) has moved in the direction of systematic, interdisciplinary, self-improving curriculum development. A major product of this phase of the study is a three-dimensional (domain-process-object) taxonomy covering the perceptual, cognitive, affective, and psychomotor domains. Also, conferences sponsored by SCOPE for 15 curriculum development laboratory directors resulted in the organization of the Vocational Instructional Materials group for the purposes of promoting interest in instructional materials. A third area of concern has been experimental studies of homogeneous versus heterogeneous ability grouping in secondary schools. In examining 18 such studies, SCOPE found that little support existed for either. SCOPE also attempted to design a curriculum development model that included task analysis, behavioral objectives, insructional activities, and evaluative procedures. SCOPE is based on a philosophy of a student-centered curriculum which emphasizes individualized, hands-on education. A related document is available as ED 027 438. (JS)

ED 044 526 08 VT 012 070
Baldwin, Thomas S.
The Development of Achievement Measures for Trade and Technical Education. Final Report.
Illinois Univ., Urbana.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1319
Pub Date Sep 70
Grant—OEG-0-8-051319-3626-085
Note—109p.
EDRS Price MF-$0.50 HC-$5.55
Descriptors—*Achievement Tests, Comparative Analysis, *Measurement Instruments, Post Secondary Education, *Program Evaluation, *Psychometrics, Statistical Analysis, Student Ability, Test Construction, *Test Selection, Trade and Industrial Education, Vocational Education

A void exists between the rapid growth of post-high school trade and technical education and the development of educational management tools for that area. Hoping to help fill this void, this research effort concentrated on the development of psychometric instruments useful in measuring achievements. Trade and technical areas involved in the study include electrical installation and maintenance, machinists, electronics, and data processing. The tests developed for these and other areas provide objective, reliable, and valid indices of the level of proficiency achieved by students and will provide teachers, administrators, and researchers with a tool for more effective management of their programs. Although the tests are not included in this report for security reasons, the information does include (1) detailed test specifications, (2) descriptions of the samples, (3) reliability of subtests, (4) intercorrelations of subtests, (5) correlations with other standardized measures of achievement, norms, and other psychometric data. Also for each curriculum, detailed information is presented on the test specifications, sample, and psychometric characteristics of both the experimental and final forms of the test. (Author/JS)

ED 044 527 52 VT 012 071
Vance, James C. *Bregman, Ralph*
National Institute on the Role of Youth Organizations in Vocational Education (Trenton, New Jersey, August 11-15, 1969). Final Report, Part I.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0322
Pub Date Aug 70
Grant—OEG-0-9-400322-3752-725
Note—316p.
EDRS Price MF-$1.25 HC-$15.90
Descriptors—Cost Effectiveness, *Educational Change, Evaluation, Guidance Functions, *Guidelines, *Institutes (Training Programs), Leadership, Models, Research Needs, Student Needs, *Student Organizations, *Vocational Education, Youth Clubs

An institute, attended by 90 vocational-technical education specialists and students from 40 states and Puerto Rico, was held to communicate new concepts and procedures in vocational education youth organizations to potential change agents in the various states. Institute activities involved formal presentations by A. W. Tenney, C. T. Appell, C. A. Stebbins, G. Swan, R. Anderson, M. Blair, W. J. Brown, Jr., B. I. Blackstone, T. Gambino, M. Hirshfeld, R. J. Holman, A. L. Reynolds, T. R. Jones, and M. Reel, which sought to provide background information related to nine task force groups. Task force members developed recommendations, guidelines, and models, identified commonalities, determined leadership activities, defined areas of research, and explored the guidance, evaluation, and cost benefit aspects of vocational education youth organizations. Some institute recommendations were: (1) The material developed in the institute should be written into a manual on guidelines for youth organizations, (2) A research program should be set up as a cooperative effort between the existing youth organizations to determine new directions and to objectives for youth organizations, and (3) There needs to be a followup institute to treat some of the areas in greater depth. (SB)

ED 044 528 08 VT 012 073
Lecht, Leonard A. *And Others*
Relating Manpower and Demographic Information to Planning Vocational-Technical Education. Final Report.
National Planning Association, Washington, D.C. Center for Priority Analysis.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0487
Pub Date Sep 70
Grant—OEG-0-180487-4496-085
Note—97p.
EDRS Price MF-$0.50 HC-$4.95
Descriptors—Educational Objectives, *Educational Programs, Employment Opportunities, Employment Projections, *Guidelines, Labor Market, Manpower Needs, Population Growth, Population Trends, *Program Planning, School Demography, Student Needs, *Vocational Education

This plan, which uses current and projected manpower and demographic information to define vocational education programs, objectives, and priorities, is designed to help the program planner collect and combine information about his students, programs, and the labor market. Planning steps are: (1) identify population served, (2) relate current enrollment to population, (3) set enrollment objectives, (4) identify occupational patterns and derive job openings, (5) relate program completion to job openings, (6) set completion objectives, (7) translate completions to enrollments, (8) match enrollment objectives by type of program and occupational area, and (9) estimate resources required for achieving each program objective. Guidelines are provided for establishing an information base in terms of demographic projections (Steps 1-3), for developing labor market information in order to estimate completion objectives (Steps 4-7), and for adjusting the two sets of objectives so that projected occupational, special education, and cooperative programs are approximately matched to the needs of the anticipated student population (Steps 8 and 9). Additional guidelines for coordinating state and local vocational education plans are appended. (SB)

ED 044 529 VT 012 079
Task Analysis for Training the Disadvantaged.
National Civil Service League, Washington, D.C.
Spons Agency—Department of Housing and Urban Development, Washington, D.C.
Report No—Ref-File-6
Pub Date Jan 70
Note—15p.
Available from—National Civil Service League, 1028 Connecticut Ave., N.W., Washington, D.C. 20036
EDRS Price MF-$0.25 HC-$0.85
Descriptors—Behavioral Objectives, Decision Making, *Disadvantaged Groups, Employment Opportunities, *Job Analysis, *Job Development, Job Skills, *Job Training, Knowledge Level, *Manpower Development, Skill Analysis, Task Performance

New programs offer fresh opportunities to create new careers with potential for disadvantaged adults to grow and develop. This publication describes some practical ways to view jobs in determining whether to restructure to form new opportunities. The process of task analysis involves identification of the duties, taks, and elements of the job content, description of the knowledges, skills, abilities, and decisions prerequisite to successful learning and performance of job task, and establishment of the specific, precisely-stated job-related performance objectives which provide directional content guidance and adequacy tests for training. Guidelines are provided for identifying and stating performance objectives, distinguishing and using job analysis terminology, and developing and testing the accuracy and thoroughness of a task list. The task list combines the tasks, behavioral objectives, and knowledges, skills, abilities, and decisions into a logical format. A related document is available as VT 012 080 in this issue. (SB)

ED 044 530 VT 012 080
How to Structure Job Tasks for Training the Disadvantaged.
National Civil Service League, Washington, D.C.
Spons Agency—Department of Housing and Urban Development, Washington, D.C.
Report No—Ref-File-7
Pub Date Sep 70
Note—33p.
Available from—National Civil Service League, 1028 Connecticut Ave., N.W., Washington, D.C. 20036
EDRS Price MF-$0.25 HC-$1.75
Descriptors—Ability, Career Change, Career Opportunities, Decision Making, *Disadvantaged Groups, Employment Opportunities, *Job Development, Job Skills, *Job Training, Knowledge Level, *Manpower Development, Occupational Mobility, *Promotion (Occupational), Task Analysis, Task Performance

For those who have not had the opportunity to develop the specific knowledge, skills, and abilities needed to qualify for technical and professional positions, training programs and job restructuring can mean the beginning of a career with a chance for upward mobility in salary and responsibility. Steps in job restructuring are: (1) determine the relationship of the job to the system of which it is a part, (2)describe the job tasks, (3) estimate the average time required for the tasks, (4) rate each task in regard to difficulty, (5) rate each task in terms of general education development, and (6) group tasks according to worker functions and general education development. After determining the tasks, it is necessary to structure the training program by determining the knowledges and skills to be learned, abilities to be developed, and decisions to be made. Also, when restructuring jobs, considerable thought should be given to those positions that will result in a career ladder. Examples of job restructuring, career ladders development, and training sequence are included. A related document is available as VT 012 079 in this issue. (SB)

ED 044 531 08 VT 012 081
Allen, David
A National Study of the Aviation Mechanics Occupation. Final Report.
California Univ., Los Angeles.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0189
Pub Date Sep 70
Contract—OEC-6-85-043
Note—806p.
EDRS Price MF-$3.00 HC-$40.40
Descriptors—*Aviation Mechanics, Aviation Technology, *Core Curriculum, *Curriculum Development, Curriculum Evaluation, Data Collection, Feedback, Guidelines, *Manpower Needs, Questionnaires, *Student Needs, Technical Occupations

To meet the current demand for certified aviation mechanics and satisfy student learning needs, a nationwide study developed a core curriculum

based on related technical knowledge and skills. Endorsed by the Federal Aviation Administration (FAA) this 5-year study modified a number of the emerging concepts appropriate to vocational education and integrated them with proven techniques used in vocational curriculum development. The first phase of the study involved the construction of a questionnaire and the development of a system for gathering, storing, and analyzing necessary data. The second phase, or testing phase, made use of a bi-variate inversion method to determine the effectiveness of the curriculum using as criteria student performance goals, levels of instruction, and continuous feedback from students. Phase Three then resulted in the development of the common core curriculum through the efforts of 100 aviation mechanic instructors. Also resulting from this study was the revision of the Federal Air Regulations, Part 147, thus providing more specific guidelines for the certification and operation of these schools. It was recommended that the FAA establish a system to periodically survey this industry for the purpose of updating this curriculum. (JS)

ED 044 532 VT 012 126

Luxner, Lois Ann

Factors Affecting the Employability of Vocational Bookkeeping Students.

Pub Date 70

Note—186p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Bookkeeping, Business Education, *Employment Opportunities, Employment Problems, Followup Studies, *High School Students, *Job Placement, *Job Training, Manpower Needs, Occupational Surveys, Questionnaires, Statistical Analysis, Vocational Education

To identify factors which affect the entry-level employability of high school vocational bookkeeping students, the study conducted: (1) a followup of vocational bookkeeping graduates, (2) a business and industry survey, and (3) help-wanted advertisement analysis. Data were collected for each of these areas from the entire population of 107 vocational bookkeeping students who graduated from eight Pittsburgh high schools in June 1969, and from samples of business firms and help-wanted advertisements. Major findings based on information obtained through six instruments constructed for this project, as well as through interviews, revealed that: (1) only 6.7 percent of the 89 graduates available for employment actually secured entry level employment in bookkeeping positions, and (2) an additional 18 percent were employed in office positions in which at least 25 percent of their time was devoted to bookkeeping tasks. Since it was found that the 2 years of high school bookkeeping do not meet job requirements for account clerks or for accountants, deferment of accounting career preparation to the post-graduate level was recommended. This Ph.D. dissertation was submitted to The University of Pittsburgh. (Author/JS)

ED 044 533 52 VT 012 168

Brown, Donald V.

Planning Immediate and Long Range Teacher Education Programs in Vocational Education. Final Report.

Tennessee Univ., Knoxville. Coll. of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-9-0343

Pub Date Jul 70

Grant—OEG-0-9-520343-4136-725

Note—301p.

EDRS Price MF-$1.25 HC-$15.15

Descriptors—Behavioral Sciences, *Conference Reports, *Group Discussion, Human Development, *Models, Systems Analysis, Teacher Certification, *Teacher Education, *Teacher Seminars, Vocational Education

Hoping to find ways to avoid unnecessary duplication of effort by the various service areas, this seminar placed major emphasis on identifying characteristics common to all vocational areas. With the assistance of nationally recognized experts in vocational education, teacher education, and the behavioral sciences, the following topics were discussed: (1) vocational teacher education challenges, (2) systems analysis in education, (3) human development programs and concepts, (4) post secondary education challenges, (5) cooperation in vocational teacher education, and (6) teacher certification for the future. Intermingled with these formal presentations, the 108 participants also made a study of four distinct and unique models in vocational education: (1) The Teacher Institute, (2) The Webster College's Veterans Accelerated Urban Learning for Teachers (VAULT) Program, (3) the University of Tennessee Pilot Teacher Program, and (4) the Oconaluftee Job Corps Project in North Carolina. Following the general sessions the conferees were divided into small discussion groups by service areas and also by geographic areas. Due to the success of this service others are being planned for the future. (Author/JS)

ED 044 534 24 VT 012 225

Holland, John L. And Others

A Psychological Classification of Occupations.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—RR-90

Bureau No—BR-6-1610

Pub Date Nov 70

Grant—OEG-2-7-061610-0207

Note—72p.

EDRS Price MF-$0.50 HC-$3.70

Descriptors—*Classification, *Labor Force, Occupational Guidance, *Occupations, *Personality Theories, Research, Vocational Counseling, Vocational Education

This occupational classification for practical and theoretical use in vocational guidance, occupational research, vocational education, and social science rests upon a theory of personality types and includes 431 common occupations which comprise about 95 percent of the United States labor force. Each of the classification's six main classes (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) includes five to sixteen subclasses. Within each subclass, occupations are arranged according to the number of years of general educational development required to perform them. The arrangement of main classes and subclasses is defined empirically and is consistent with the classification's theoretical base. The arrangement of classes also makes it possible to estimate the psychological relatedness among occupations. The construction of the classification, an evaluation of its usefulness, and some illustrations of its potential practical value are outlined. (Author/SB)

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors,* are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

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Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number — **ED 013 371**

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The Effect of Race and Sex on College Admission.
ED 043 893

Ability Grouping

Macro and Micro Approaches Combined for Curriculum Process Analysis: A Swedish Educational Field Project.
ED 044 435

A Study of Curriculums for Occupational Preparation and Education (SCOPE Program: Phase I). Final Report.
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Ability Identification

Information Curves and Efficiency of Three Logistic Test Models.
ED 044 433

The Structure of Abilities in a Group of Deaf Adolescents.
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Abstracting

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The Academic Performance of Students Who Transfer after Two Years.
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Developmental Skill and Achievement Differences of Children Identified as Excellent, Good, and Average in Reading and Arithmetic Achievement. Study Number Three.
ED 044 181

Do Teachers Make a Difference: A Report on Recent Research on Pupil Achievement.
ED 044 478

[Dropout Prevention Program. Request for Proposal #2.]
ED 043 950

The Effect of Three Home Visiting Strategies Upon Measures of Children's Academic Aptitude and Maternal Teaching Behaviors. Final Report.
ED 044 175

ESEA Title I Components - Evaluation Reports, 1969-1970.
ED 044 477

ESEA Title I Components: Executive Abstracts; Evaluation 1969-1970.
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Farm, Rural, and Urban Backgrounds of Rearing and Socioeconomic Career Achievements in Metropolitan Stratification Systems.
ED 044 197

Multi-Media Economic Analysis Project: Final Evaluation Report.
ED 043 790

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ED 044 277

NLSMA Reports, No. 2, Parts A and B, Y-Population Test Batteries.
ED 044 278

NLSMA Reports, No. 3, Z-Population Test Batteries.
ED 044 279

NLSMA Reports, No. 4, Description and Statistical Properties of X-Population Scales.
ED 044 280

NLSMA Reports, No. 5, Description and Statistical Properties of Y-Population Scales.
ED 044 310

NLSMA Reports, No. 6, Description and Statistical Properties of Z-Population Scales.
ED 044 281

NLSMA Reports, No. 10, Patterns of Mathematics Achievement in Grades 4, 5, and 6: X-Population.
ED 044 283

Prediction of Achievement in the First Primary Year. Study Number One.
ED 044 180

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The Indiana Plan: A Revision and Abridgement of Design for Adult Education in the Church.
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1969 MLA International Bibliography of Books and Articles on the Modern Languages and Literatures, Volume II: General Romance, French, Italian, Spanish, Portuguese and Brazilian, Romanian, General Germanic, German, Netherlandic, Scandinavian, Modern Greek, Oriental, African, and East European Literatures.
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EPDA Indian Teacher Aide Institute, September 7, 1969 - May 29, 1970.
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Bericht uber den 2. Internationalen Kongress fur Angewandte Linguistik. Cambridge 8.-12. IX. 1969. [Report on the Second International Congress for Applied Linguistics, Cambridge, Dec. 8-12, 1969.]
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AC — Adult Education
AL — Linguistics
CG — Counseling and Personnel Services
EA — Educational Management
EC — Exceptional Children
EM — Educational Media and Technology
FL — Foreign Languages, Teaching of
HE — Higher Education
JC — Junior Colleges
LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science and Mathematics Education
SO — Social Science Education
SP — Teacher Education
TE — Teaching of English
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

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Special Notices

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November 1966—December 1967

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